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ABSTRACT

Developed from a project called "Curriculum Experiences for Relevant Education", this activity guide provides specific strategies for infusing career education into the regular school curriculum. Suggested activities for grades K-8 in math, science, social studies, language arts, affective domain, physical education, music, and art are included in eight separate sections. Each section includes an overall objective and is prefaced by a cross-referencing of exit level performance areas with specific grade levels and activity number(s). Activities are grouped according to grade level(s). Each activity is indexed to specific career education concepts, and also includes a specific corresponding performance objective and a list of resources. The appendix contains a career education materials index and additional resource listings. (BM)

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CURRICULUM ACTIVITIES FOR RELEVANT EDUCATION K-8

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La Mesa-Spring Valley Career Education Project, ESEA Title IV, Part C

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INTRODUCTION

Career education provides students with experiences that will enable them to bring into perspective the basic school curriculum with our modern environment. In this process they are helped to become aware of the world around them and of their own unique qualities and interests. This reality based program will assist them in moving into meaningful and fulfilling adult roles.

After experience with implementing career education in the La Mesa-Spring Valley School District, we have come to the conclusion that for this new emphasis to survive in the regular classroom, it cannot be an addition to an already demanding curriculum. To accomplish this we have developed an infusion process integrating career education concepts and La Mesa-Spring Valley School District curriculum objectives. Our goal is to enrich the regular curriculum with action-oriented activities that implement career education concepts.

Of importance is the process teachers followed in developing "Curriculum Experiences for Relevant Education". Career education activities from our district and those from other projects were field-tested, evaluated against our objectives, and if found appropriate, placed in this guide. Our product may meet the needs of our school district but may not meet other districts' requirements. The developmental process, however, could be followed by others to meet their specific objectives.

Staley W. Pitts

Staley W. Pitts, Project Manager
Career Education, ESEA Title III

SUGGESTIONS FOR USE

"Curriculum Experiences for Relevant Education" provides specific strategies for infusing career education into the regular school curriculum. Included in this C.A.R.E. guide are suggested activities for grades K-8 in Mathematics, Science, Social Science, Language Arts, Affective Domain, Physical Education, Music and Art.

The format of this career education activity guide is designed to provide the teacher with suggested resources, activities and evaluations for implementing career education in the elementary and junior high classrooms. Each subject area has been indexed so that it is possible to locate a career education activity which relates to a specific area of the curriculum. For example, activities to help in teaching decimals are listed in the Mathematics index under Decimals.

The activities have been divided into grade levels which may be considered flexible. It is suggested that teachers consider activities from a range of grade levels rather than just those assigned to one particular grade.

The activities which follow are intended to be simply a guide for the classroom teacher. It is hoped that the activities included in this package will be expanded upon or adapted so that they may be implemented in ways which work best for tha individual teacher in his or her particular classroom situation.

Linda Cole

Linda Cole, Counselor
Career Education, ESEA Title III

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REVISED CALIFORNIA CAREER GUIDANCE CONCEPTS

SELF AWARENESS

A. Individuals differ in their interests, aptitudes, abilities and attitudes. (1.1)*

B. An understanding and acceptance of self is important throughout life. (1.2)

EDUCATIONAL AWARENESS

C. Knowledge and skills in different subjects prepare individuals for different career roles. (2.1)

D. There are many training routes to job entry. (2.5)

CAREER AWARENESS

E. Environment, society and individual characteristics affect career development (and opportunities). (1.3)

F. There is a wide variety of occupations which may be classified in several ways. (2.2)

G. Work serves the different needs and purposes of individuals. (3.1)

ECONOMIC AWARENESS

H. Changing employment trends and attitudes toward job mobility influence career planning. (1.4)

I. Technological advances and economic and political forces create changes in employment opportunities. (2.3)

J. There is a relationship between career choice and lifestyle which includes leisure time considerations. (2.4)

K. Occupations are interdependent in fulfilling community needs and goals. (3.3)

DECISION MAKING

L. Career planning is the privilege and responsibility of the individual. (1.5)

M. Attending to personal values, interests and goals is necessary in order to make a satisfying career choice. (3.2)

* Numbers in parentheses identify the original concept.

Math

EXIT LEVEL PERFORMANCE AREAS - MATHEMATICS	ACTIVITY NUMBER		
	K-3	4-6	7-8
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Counting	2, 4, 5*, 13		
Sets	7*, 8, 12*, 21*		
Addition and Subtraction	31	33, 39	
Multiplication and Division	30	36, 49	
Place Value		40*, 54*	64*
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Ratio, Proportion, Rate, Percentage		43*, 52	64*
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	7	Sets	4
	9	Geometry	7
1	10	Money	8
	11	Time	9
	12	Sets	10
2	15	Graphs	15
	19	Number Operations	21
	21	Sets	21
3	24	Measurement	22
	27	Problem Solving	25
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MATHEMATICS

Grade	Activity Number	Skill Performance	Page
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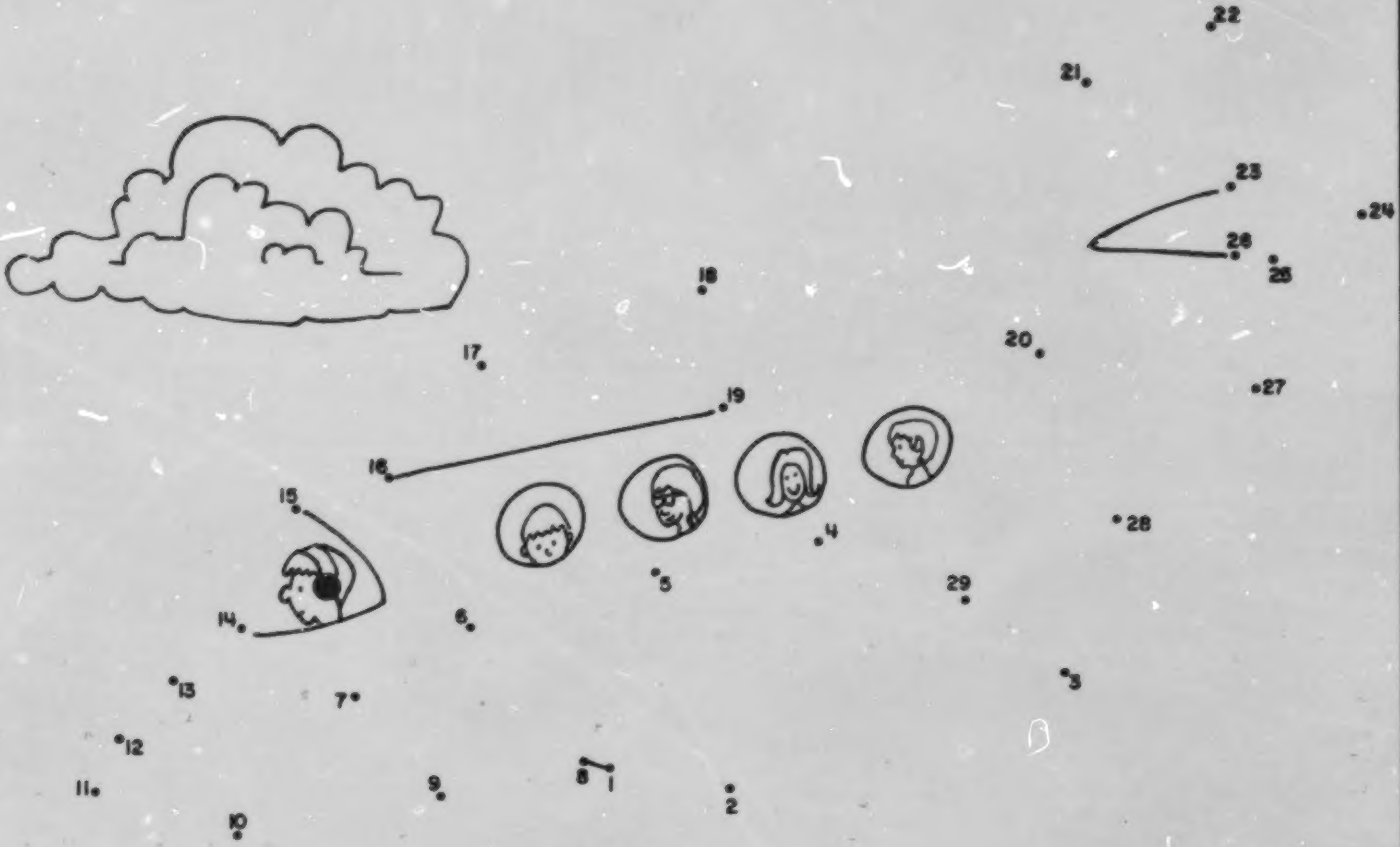
La Mesa-Spring Valley Mathematics Goal: Students will have a variety of instructional experiences for the development of operations and their properties.

Career Education Concept: C (1,2,3,4,5)

Curriculum Considerations: Mathematics, K-3 (K)

Resources	Activities	Performance Objectives
Come to Work With Us books	1. Read career books to the class. Discuss careers and how they use math and numbers.	1. The student will name a career that uses math.
Butcher paper Sears, Penney's catalogs MP 50800 - Policeman MP 50850 - Policemen: Day & Night MP 70130 - Why We Have Taxes: The Town that had no Policeman MP 22920 - Firemen Today	2. Cut and paste magazine pictures of careers on a mural. Number the first ten careers on the mural. a) Identify careers by number. (Ex. "What number is next to the baker?") b) Give a clue and guess the career. (Ex. I'm thinking of a worker who bakes bread, what number is he?")	2. The student will name three careers.
MP 51100 - Postman-Rain or Shine MP 45950 - Numbers for Beginners MP 14275 - Community Services MP 22075 - Fathers -What They Do MP 50850 - Policeman Walt Learns His Job MP 16150 - Day with Fireman Bill. A MP 44175 - Mothers: What They Do MP 70025 - Why Fathers Work La Mesa Police Dept.........469-6111	3. Guest speakers: a) Invite parents to the classroom to tell students about their work and how they use math each day. b) Invite a speaker from the Police Dept. to tell what a policeman does. Have him discuss how he uses numbers in his job.	3. For a given career, the student will tell one way it uses math.

Resources	Activities	Performance Objectives
Numbered follow-the-dot worksheets of various career roles (policeman, baker, fireman, doctor, waiter) (Worksheets available in Career Education office)	4. Use follow-the-dot ditto worksheets for career roles. Students compile worksheets into a booklet, "My Book of Careers." (See attached sheet)	4. The student will name two careers in his career book.
MP 50375 - Plants are Alike & Different MP 24800 - From Seeds to Plants	5. Counting - role play the gardener. a) Count seeds. b) Plant seeds. Water them. c) Count sprouts, record days to sprouting. d) Perform simple problems. (i.e., seeds planted, seeds that grew, how many did not grow?)	5. The student will tell one way the gardener uses math.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17 **WHAT IS MY CAREER** ____________________

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La Mesa-Spring Valley Mathematics Goal: Students will have a variety of instructional experiences for the development of operations and their properties. (Students will utilise sets to classify by given attributes.) Students will also develop skills of counting. Students will also have experiences for the development of measurement skills.

Career Education Concept: C (6,7)

Curriculum Considerations: Mathematics, K-3 (K)

Resources	Activities	Performance Objectives
Magazines for pictures Butcher paper MP 10300 - California Dairy Story MP 65425 - Uncle Jim's Dairy Farm MP 15650 - Dairy Farm Today MP 15075 - The Cow FS 63700 - The Dairyman FS 63700 - Milk From Cow to You FS 63700 - Milk We Drink FS 63700 - The Milkman FS 63700 - Our Trip to a Dairy Farm FS 63700 - Our Trip to a Dairy Plant FS 63700 - The Story of Milk FS 63700 - Why and How the Cow Makes Milk Curriculum Enrichment unit: "Dairy Farming" (available at Career Education office) Golden Arrow Dairy ....296-6205 Rocky Home Dairy (Study Trip #35)...448-6216 Golden Arrow Dairy-Tour Director....442-6156	6. Dairy: a) Invite speaker from a local dairy-discuss career and how measurement is used. b) Visit the dairy. c) Cut out pictures of types of cows. Count the cows in each set. (Make sets of 1,2,3,4,5, etc.) d) Learn names of volume units associated with milk - gallon, half-gallon, quart, pint, ½ pint. Use containers to explore differences in volume. Learn greater than or less than. e) Make a mural depicting the travels of a glass of milk from the cow to the child.	6. The student will tell two ways measurement is used by dairy people.
Cards numbered 1-10 Magazine pictures of tools grouped on cards	7. Carpenters: a) Play the game "The Carpenter Needs" 1) Pass out cards numbered 1 - 10.	7. The student will tell two ways the carpenter uses math.

Resources	Activities	Performance Objectives
Come to Work With Us: House Construction MP 09595 - Building a House MP 34530 - Jobs in the City;Construction	2) Rest of class receive pictures of from 1 - 10 tools. 3) Taking turns saying "The carpenter Needs 10 .....(hammers, nails, etc.)." Children match objects and numbers and stand together. 4) Game is over when all objects and numbers are matched. 5) Select new carpenters and start over. b) Visit a construction site. c) Invite a carpenter to describe his or her career and how numbers are used. d) Pound nails, screw screws into a piece of wood - count each and paint the number on the wood pieces.	

La Mesa-Spring Valley Mathematics Goal: Student will have a variety of instructional experiences for the development of operations and their properties.

Career Education Concept: F (8)

Curriculum Considerations: Mathematics, K-3 (K)

Resources	Activities	Performance Objectives
MP 14050 - Community Airport, The MP 14150 - Community Hospital MP 14200 - Community Keeps Healthy, A MP 20400 - Everyone Helps in a Community MP 12900 - Cities & Communication - Keeping the Community Informed MP 09800 - Bus Driver's Helpers MP 66230 - Veterinarian Serves the Community, The MP 34534 - Jobs in the City - Women at Work MP 49100 - People Who Work at Night MP 07550 - Behind the Scenes: Supermarket MP 34532 - Jobs in the City: Manufacturing	8. Sets: Cut out pictures of people doing different jobs. a) Mount pictures on tagboard and glue a piece of sandpaper to the back to be used on a flannel board. b) Children sort them into groups of jobs they think might go together. Tell why they put different ones together. c) Re-categorize the pictures and explain other ways they could be grouped. d) Children count the number found for each group or cluster. e) Perform simple number operations.	8. The student will be able to draw two different sets of careers.

La Mesa-Spring Valley Mathematics Goal: Students will have a variety of instructional experiences for the development of geometric skills.

Career Education Concept: C (9)

Curriculum Considerations: Mathematics, K-3 (K)

Resources	Activities	Performance Objectives
MP 25640 Geometry - Lines and Shapes. MP 48925 Pedestrian Signs and Signals	* 9. Geometry: a) View films; discuss the different shapes used in traffic signs and signals. b) Take a walking tour around the school. Find examples of circles squares, triangles and rectangles. When students return to the classroom, have them draw all the examples of geometric shapes which they noticed on their "hike". c) Ask students to locate geometric shapes; such as, triangles, circles, squares and rectangles in various pictures of buildings or equipment related to various occupations, such as; police car, train, bus, church, skyscraper, telephone, laundromat, television set, school, traffic signs, milk cartons, bridges, books, etc. d) Class discussion; Who made these shapes?: 1) Rectangular window (glassmaker, glass cutter). 2) Tile squares (tile setter). 3) Round clock (clockmaker), etc. e) Guest speakers: 1) How do they use math learned in school? 2) Do they have any special abilities? 3) Why is geometry important in their careers?	9. The student will name two careers that use geometry.

La Mesa-Spring Valley Mathematics Goal: Students will have a variety of instructional experiences for the development of measuring skills.

Career Education Concept: C (10-11)

Curriculum Considerations: Mathematics, K-3 (1)

Resources	Activities	Performance Objectives
MP 43725 - Money in the Bank and Out MP 70133 - Why We Use Money - The Fisherman Who Needed a Knife MP 36035 - Lemonade Stand, The MP 60900 - Story of our Money System, The MP 70130 - Why We Have Taxes: The Town that had no Policeman MP 08610 - Blue Dashiki Play money and coins. Study Trip #5 - Bank of America	10. Money: Display items or pictures of items such as balloons, gum, penny candy, ice cream cones and very inexpensive items. a) Place price tags on or near each item. b) Children take turns reading the various prices. c) Give a child play-money coins. Have him select some item which could be purchased with that money. (Repeat with other children and different coins or groups of coins.) d) Study trip to Bank of America. e) Make a collage or mobile of people doing jobs involving the handling of money. After collage is made, discuss the jobs depicted. f) Construct a small store: 1) Role play all the jobs in the store. Create situations for clerk (addition, subtraction, value of money, change), produce and butcher (weight) dairy (liquid measure) manager.	10. The student will draw two careers that use math.

Resources	Activities	Performance Objectives
	2) Label prices on food and store articles. 3) Make department and sale signs. 4) Make own newspaper with ads and specials.	
MP 62850 Telling Time by the Clock MP 07250 Beginning Responsibility - Being on Time MP 13425 - The Clock MP 49100 - People Who Work at Night Paper plates or construction paper for clock faces and hands. Day and Night Learning Center (available at Career Ed Office)	* 11. Time: a) Each student in the class interviews neighbors or relatives to find out and record what time they go to work and what time they get off work. b) Construct paper clock faces (paper plates work well). Using the paper clocks, indicate the various times the people surveyed go to work and get off work. c) Classify jobs according to time work starts and finishes. d) Discuss the hours various businesses are open and why they are open during those hours. Why do some workers have time schedules and others do not? e) Worksheet drill: Students draw the clock "hands" to indicate a given time, or print the time indicated on various clock faces. f) Discuss why it might be important to be able to tell time. What would happen to workers who could not tell time? g) View and discuss films. h) Ask an upper grade student who baby-sits or one who delivers newspapers to come and talk to the class and talk to the class and discuss their jobs. Ask them to explain the significance of time in their work.	11. The student will name one career with a time schedule and tell one reason why they need the time schedule.

La Mesa-Spring Valley Mathematics Goal: Students will have a variety of instructional experiences for the development of operations and their properties. (Specifically, students will have experience establishing one-to-one correspondence, matching, and counting.)

Career Education Concept: F-12

Curriculum Considerations: Mathematics, K-3 (1)

Resources

Flannel board
Pictures of people, uniforms, tools and equipment (Peabody Kit)

Poem: (to be read to and role-played by children)

"WHEN"

When I am one....When I am one,
I'll be a secretary, that'll be fun.

When I am two....When I am two,
I'll learn to sell my friend a shoe.

When I am three..When I am three,
I might a great professor be.

When I am four...When I am four,
I'll help you build your cabinet door.

When I am five...When I am five,
I might tend honey bees in their hive.

When I am six....When I am six,
Your automobile I'll learn to fix.

Activities

* 12. Sets:

- a) Construct a bulletin board using pictures showing:
  - 1) "Sets" of careers.
  - 2) Subsets of those people who work for someone else.
  - 3) Subsets of self-employed persons.
- b) Describing sets: Discussion
  - 1) People working indoors vs. people working outdoors.
  - 2) Nighttime careers vs. daytime careers.
- c) Flannel board activity 1-to-1 - matching jobs to:
  - 1) Tools.
  - 2) Uniforms.
  - 3) Equipment.
- d) Read the poem to the children and have them role-play each career described.

Performance Objectives

12. The students will be able to match the career with its correct tools and uniform.

Resources	Activities	Performance Objectives

When I am seven....When I am seven,
I'll teach about the ways of heaven.

When I am eight....When I am eight,
I'll milk the cows, and plant corn straight.

When I am nine.....When I am nine,
I'll be a sailor--mighty fine!

When I am ten.....When I am ten,
I'll fix your clocks, and maybe "Big Ben."

When I am eleven..When I am eleven,
I'll work in a bakery and bread I'll leaven.

When I am twelve..When I am twelve,
I'll work in a grocery; cans I'll shelve.

But now I'm me,
I'm only me--
I wonder what I'll really be?

MP 39250 - Machines that Help Farmers

Career Pictures

La Mesa-Spring Valley Mathematics Goal: Students will have a variety of instructional experiences for the development of operations and their properties.

Career Education Concept: E-13

Curriculum Considerations: Mathematics, K-3 (1)

Resources	Activities	Performance Objectives
MP 51585 - Primary Oceanography MP 56025 - The Ocean: A First Film MP 03450 - Marine Life at Low Tide	13. Counting: a) Class discussion: The ocean. Ask children what they might see at the beach? b) Talk about jobs or hobbies which might be related to the ocean, (owner of a yacht club, owner of a marina, restaurants, resorts, companies which build or sell boats - ship-fitters, bait and tackle shops, skin-divers, life-guard, etc.). Count ocean related careers and list them. c) Guest speakers: Talk about the work they do which is related to the ocean. d) Play game: "Skindivers' catch". 1) Class is divided into two teams (one team of Skindivers and one of Fish). 2) Skindivers divide up and line up at opposite ends of the field or classroom; Fish form a circle in the middle.	13. The student will name three careers related to the ocean.

Resources	Activities	Performance Objectives
	3) On signal, Skindivers run toward the middle, join hands and try to catch fish in the circle (if hands break, fish can escape). 4) Count number of fish caught. 5) Change roles. Play again. 6) The team that catches most fish wins.	
	e) Using paper fish with a basic arithmetic problem printed on each, and a paper clip hooked through the mouth of each one, use a pole with a magnet on the end of the line to "catch" a fish. Have children take turns. If they can solve the problem, they can keep the fish; if not, they must throw him back in and wait for their next turn. After all the fish are caught, each child can count the number of fish he caught.	
	f) Study trips:	
Study Trip #39 - San Diego Harbor Area	1) San Diego Harbor - look for careers which involve the use of math.	
Study Trip #50 - Sea World - Mission Bay	2) Sea World - what are the available jobs afforded by this local business? How math is used in the jobs provided by Sea World? List all the jobs which require use of mathematics.	

La Mesa-Spring Valley Mathematics Goal: Students will have a variety of instructional experiences pertaining to statistics and probabilities. (Specifically, students will have experiences collecting information and graphing data.)

Career Education Concepts: F (14) C (15) M (16) I (17)

Curriculum Considerations: Mathematics, K-3, (2)

Resources	Activities	Performance Objectives
MP 36000 - Learning From Pets in the Classroom MP 66230 - Veterinarian Serves the Community, The MP 54800 - San Diego Zoo MP 55950 - Secrets of the Bee World MP 73550 - Zoo Animals - Mammals, Pt.I MP 73600 - Zoo Animals - Mammals, Pt.II MP 21750 - Farm Animals - Second Edition MP 38920 - Lorax, The MP 51698 - Problems in Conservation-Wildlife MP 43910 - Morning Zoo MP 15650 - Dairy Farm Today MP 21775 - Farm Family in Autumn MP 27290 - Growing Up on the Farm Today San Diego Animal Control.....262-0795 Study Trip #46 - San Diego Zoo	14. Graphs - collecting information: a) Take a piece of paper for each child's pets and draw pets. Classify the dogs together, the goldfish, turtles, etc. and graph number of pets. Create a bulletin board and count animals. b) Guest speakers: Animal workers. Discuss how a hobby of taking care of pets could lead into a job involving care or treatment of animals. Discuss their work. c) Visit the San Diego Zoo. Observe and list zoo related careers. Count careers. d) List endangered species. Count them. Discuss what might be done to protect them. e) Use information collected about careers related to animals: 1) Graph number of animals studied.	14. For a given animal, the student will write two careers related to the care of the animal.

Resources	Activities	Performance Objectives
	2) Graph careers needed to care for a given zoo animal. 3) Chart jobs performed by each career.	
MP 72675 - Your Self Image MP 08070 - Big People, Little People MP 08940 - Boys & Girls: Alike and Different SRA Focus on Self Development I, Unit A DUSO I "The Red & White Bluebird"	15. Class discussion about age, weight, height and clothing sizes: a) Children mark their height on chart. b) Children mark ages on graph. c) Children record own weight and clothing size. d) Discuss career possibilities vs. physical size.	15. The student will name two jobs which would be good for the tallest person, shortest, etc.
Values Clarification "Twenty Things I like to Do" SRA II, Unit B Sample worksheet, p. 17 & 18 MP 11477 - The Cat and the Hat	16. List hobbies and leisure activities of the students. a) Tally the number of students who participate in each hobby. b) Ask students to rank order the activities most frequently participated. c) Construct simple bar graphs to show this information. d) Discuss how a hobby can lead to a career. e) On worksheet, children fill in the blanks indicating how they spend their day. f) Use prepared worksheet drawn like a clock with 24 hours. Child makes a circle graph by coloring a pie-shaped section for each hour	16. For a given hobby, the student will name two career possibilities.

Resources	Activities	Performance Objectives
	(approximately) that he spends doing various things. Select a color to represent each basic type of activity. For example, purple-time spent in school, pink-time spent in hobbies or leisure activities other than general play, etc.	
McClellan Buick......469-0104	17. Discuss family cars. a) Graph different makes. b) Name careers associated with the auto industry. How many use math? c) Discuss what is happening to auto assembly line workers? What can we do with workers whose jobs are no longer needed? d) Interview a mechanic.	17. The student will name three automobile related careers.

HOW I SPEND MY DAY

7:00 (example: I get ready for school)____________________________

8:00 (example: I go to school)________________________________

9:00 (example: recess)____________________________________

10:00 ____

11:00 ____

12:00 ____

1:00 ____

2:00 ____

3:00 ____

4:00 ____

5:00 ____

6:00 ____

7:00 ____

8:00 ____

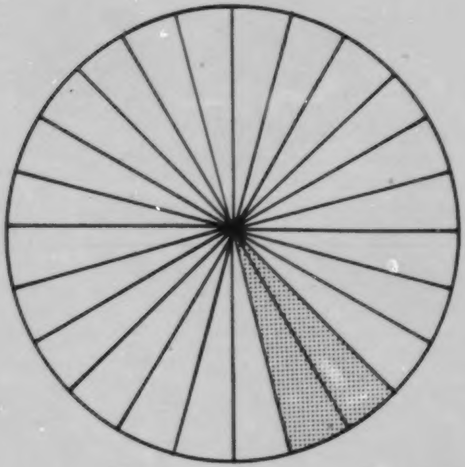
9:00 ____

10:00 ____

THINGS I DO EACH HOUR

Example: Shaded area is the portion of 24 hours spent with hobbies.

Blue - sleep
Pink - hobbies
Red - playing
Green - eating
Purple - school
Orange - work



La Mesa-Spring Valley Mathematics Goal: Students will have a variety of instructional experiences for the development of operations and their properties.

Career Education Concepts: K (16), C (17, 18, 19, 21), M (20)

Curriculum Considerations: Mathematics, K-3 (2)

Resources	Activities	Performance Objectives
MP 43625 - Modern Post Office MP 47350 - Our Post Office MP 39750 - Mailman, The MP 51100 - Postman-Rain or Shine Study Trip #42 - San Diego Post Office Study Trip #54 - Spring Valley Post Office	18. Numbers in daily use. a) View and discuss films. b) Visit a Post Office. 1) Find out what jobs are available. 2) Learn about the work involved. 3) Interview people they meet. Find out how mathematics is used in these jobs. 4) List post office careers and define jobs done by each. c) Students make a mural showing the travels of a letter from their house to an imaginary pen-pal in another country. d) Make a classroom post office. 1) Divide the classroom into four quarters, giving each section a "zip code". 2) Set up rows as streets, giving each street a name. 3) Number each desk as a house with a 4-digit number.	18. The student will name five post office related careers.

Resources	Activities	Performance Objectives
	4) Have each child make out two envelopes addressed to himself at his own "classroom address". Shuffle these envelopes. 5) Distribute these randomly, with two envelopes to each child. 6) Have each child write two brief letters to the addressees of the envelopes. 7) Set two or three "mailboxes" around the room, and have children take their letters to the mailboxes. 8) Set up a miniature "post office" in some section of the room. 9) Students take the roles of the mailmen and other postal employees; collecting the mail, selling stamps, weighing envelopes, canceling the stamps, sorting the mail, and finally delivering the mail. 10) Repeat entire process using new "mailmen" etc. only this time when a child addresses the two envelopes to himself, have him omit his name, using only his address. 11) Review entire activity. Discuss how member role-players felt about their respective roles. e) Practice printing and memorize home addresses and phone numbers.	

Resources	Activities	Performance Objectives
Children's Dictionary of Occupations Peabody Kit Career Pictures	• 19. Divide class into groups. Each group construct a mobile of mounted pictures of occupations which use some math in their work. On the back of each mounted picture, write a brief paragraph telling how the person pictured might use math in that job. a) Count the number of pictures found on each mobile. b) Add the total number of pictures mounted on all of the mobiles together. c) Substract from the total any pictures which duplicate a profession and calculate the number of math related careers.	19. The student will draw three math related careers.
MP 06200 - Bakery Beat Study trip #5 - Bank of America	20. Guest speaker: Clerks, bakers, bankers etc. Discuss likes and dislikes about job.	20. For a given career, the student will list two ways math is used.
Jelly Bean Company filmstrips	• 21. Sets: Subsets: Make a bulletin board showing various careers. Make subsets. (Examples: subsets of people who had to go to college; subsets of people who work at night; subsets of people who work indoors; subsets of people who work primarily with their hands, etc.)	21. The student will name one subset of workers who work outdoors.

La Mesa-Spring Valley Mathematics Goal: Students will have a variety of instructional experiences for the development of measuring skills.

Career Education Concept: C (22,23,24,25)

Curriculum Considerations: Mathematics, K-3 (3)

Resources	Activities	Performance Objectives
School Nurse MP 27900 - Health: You and Your Helpers	22. Invite School Nurse to visit and explain how she uses different measuring units (ex. for height, weight, temperature).	22. The student will explain two ways measurement is used by a nurse.
	23. Tour a Cabinet Making shop. Find out how they use measuring units and what types of measuring units they use most often.	23. The student will name three measuring units used by a cabinet maker.
	24. Measure with a ruler or a yardstick the length or width of things in your classroom. (Ex: a window pane, the chalkboard, an eraser, a crayon, your desk, teacher's desk, your pencil, your lunch box, your classroom, your arithmetic workbook, etc.)	24. The student will tell why measurement is important to some careers.
Peabody Pictures Career Pictures	a) List careers that use measurement. b) Invite guest speakers from careers which use measuring in their work. Ask them to tell about their jobs and how they use mathematics and measuring in their work.	
MP 41850 - Measurement in the Food Store	c) Make a bulletin board: pictures of different measuring units. (Ex. measuring cups, spoons, cloth tape-measure, metal tape measure, foot	

Resources	Activities	Performance Objectives
MP 36350 - Let's Measure-Inches, Feet and Yards MP 26650 - Grandmother Makes Bread	measure, set of wrenches, barometer, ruler, yardstick, thermometer, trundle wheel, gallon, half-gallon, quart, pint, half-pint, bushel basket, etc. (Children locate pictures of people who need to use these types of measuring tools in their work and mount them on the bulletin board with a piece of colored yarn connecting them with their respective tools or measuring units.	
MP 06200 - Bakery Beat Logan's Bakery.....466-3713	25. Students bake brownies for class. Have them use their multiplication and measuring to make enough to serve everyone. Which careers use these skills?	25. The student will role-play a baker and tell why measurement is important.

La Mesa-Spring Valley Mathematics Goal: Students will have a variety of instructional experiences for the development of operations and their properties.

Career Education Concepts: E (26) C (27, 28)

Curriculum Considerations: Mathematics, K-3 (3)

Resources	Activities	Performance Objectives
MP 07550 - Behind the Scenes at the Supermarket MP 23675 - Food for the City-Produce MP 61865 - Supermarket Mixup MP 64650 - Truck Farm to Store MP 63975 - Tomatoes: From Seed to Table MP 23625 - Food Cannery Education: Who Needs It? (Math)	26. Grocery Store - Food a) Visit a local grocery store and learn about related jobs. 1) How is math used in the grocery store? 2) Make a people pyramid of workers and jobs in taking a product from the farm and getting it to the checkout stand. b) Classroom grocery store. Bring empty cartons and cans or pictures of food. Put price labels on them. Take turns shopping and making change, and playing the various roles found in the grocery business. c) Discuss store hours: Why are most stores open when they are? How does society influence the grocery business? Ex: types and amount of foods stocked, delivery service, location of store, number of check-out stands and number of people hired during various hours and days. d) Students prepare a menu for a well balanced meal for a family of four, using \$10.00. Repeat, using only	26. The student will illustrate two math/store related careers.

Resources	Activities	Performance Objectives
	$5.00. Use newspaper ads as guides for food prices.	
	* 27. Career story problems: a) Create and solve word problems about a career. (Ex. A brick layer needs 10 bricks to finish his job. He has six. How many more does he need?) b) Class discussion: How does the skill of being able to solve problems help careers? c) List careers that use problem solving skills. d) Predict or invent a new career of the future where this skill will be very useful.	27. The student will write two career related word problems.
	28. List all the ways numbers are used (telephone numbers, addresses, social security cards, drivers' licenses, clocks, prices, etc.)	28. The student will name three ways numbers are used.
MP 17100 - Dickie Builds a Truck MP 40050 - Making Wood Sculpture with Files SRA II, Unit B	* 29. Discuss the interests of students in class such as music, hobbies, sports, traveling, playing with friends, and academics, etc. a) Make a bar graph to show the interests of the students, marking three squares for their #1 choice,	29. The student will name one special hobby or interest and name a career related to it.

Resources	Activities	Performance Objectives
MP 06825 - Be Your Own Weatherman MP 36000 - Learning From Pets in the Classroom MP 06300 - Balanced Aquarium, A MP 06800 - Be Your Own Traffic Policeman MP 68900 - What Do We See in the Sky MP 24800 - From Seeds to Plants MP 63800 - To a Babysitter	two for their #2 choice and one square for their #3 choice. b) Survey students in other classrooms and graph these results also. Compare graphs. c) Discuss how hobbies or other leisure pursuits might lead to a career choice. d) View films and again discuss how hobbies or other interests might lead to a future career choice. e) Ask a parent to come and tell how a math-related hobby led to or influenced career choice (or vice versa.)	

La Mesa-Spring Valley Mathematics Goal: Students will have a variety of instructional experiences pertaining to statistics and probabilities.

Career Education Concepts: K (30) C (31)

Curriculum Considerations: Mathematics, K-3 (3)

Resources	Activities	Performance Objectives
MP 26275 - Golden Age of the Automobile MP 64225 - Transportation is Moving MP 64760 - Trucks and Truck Transportation MP 12925 - Cities and Transportation-Moving People and Goods MP 17050 - Development of Transportation MP 21525 - Families & Transportation: What's a Pocket For? MP 64200 - Transportation by Freight Train Education: Who Needs It? (Math) Jelly Bean Company (Transportation) Jeep Assembly Kit (available at Career Ed Office)	30. Have each student find out what make of car their family drives. a) Tally these on the board along side the names of each type of car. b) Students construct bar graphs to show visually the number of different makes of cars driven by classmates' families. c) Use other categories of classification such as size, use (car, truck, camper, jeep, dune-buggy), color, year of model, etc., to construct additional graphs. d) Invite a parent to talk about work with an automobile factory or an automobile dealership. Discuss the assembly-line production of vehicles and the advantages and disadvantages. Discuss education or training required to get into a job in the automotive industry. e) List the multiplication and division skills needed in assembly line production.	30. The student will list two different ways math is used in a career.

Resources	Activities	Performance Objectives
	31. Make a chart showing how many times the children use math during the day.	31. The student will name two ways he uses math during the day.
MP 22075 - Fathers: What They Do MP 44175 - Mothers: What They Do MP 68200 - We Want Goods & Services MP 26100 - Going to School is Your Job	32. Independent Activity: graph: a) Number of parents who work. b) Types of jobs. c) How much education for each career. d) What children would like to be when they grow up. (How many would like to be scientists, grocery clerks, etc.) e) Repeat graph activity at the end of the year and see if graph information has changed.	32. The student will predict one career of interest.

La Mesa-Spring Valley Mathematics Goal: Students will have a variety of instructional experiences for the development of operations and their properties.

Career Education Concept: C (33)

Curriculum Considerations: Mathematics, 4-6 (4)

Resources	Activities	Performance Objectives
Pacific Telephone, Education Consultant ....238-3420 MP 68050 - History of Communication Old phone bills TAD, Unit 4, Lesson #32	33. Telephones a) Invite guest speaker to explain about some of the jobs available with the telephone company. Discuss methods of job training; is high school necessary? Is college required or preferred? Enumeration of math strong points necessary for that career. b) Ask students to bring in old telephone bills from home or neighbors. Add these up to see if amount charged was correct. c) Discuss different rates. Find out differences in charges for calling from point A to point B (example, from San Diego to Minneapolis) under the different rates. Compare the dialed rate, the station rate, and the person rate, etc. Make problems using the information obtained from above. d) Memorize important phone numbers. (Student's own numbers, Police Dept., Ambulance, Hospital or Doctor, Fire Department, etc.)	33. The student will illustrate three telephone related careers and write one sentence explaining how math is used.

Resources	Activities	Performance Objectives

e) Play a math game, "Who Comes In-Between?"
   1) Students are paired.
   2) The pair of students determine whose phone number is greater and print it at the top of a paper. Print the other child's number at the bottom.
   3) The pairs of students then go around the room to find out which students have numbers between their two numbers and print their names on the paper between their two numbers.

f) Students write own phone numbers on a small slip of paper and arrange themselves numerically according to their phone numbers - lowest to greatest value.

g) Play math game: "How Many Numbers?"
   1) Have each child find out how many numbers come between own phone number and the number of each other child in his class.
   2) Example: Bill's number is 479-2283
      Bob's " " 479-6037
      479-6307 is greater, so Bill subtracts his number from Bob's.

      479-6307 (Bob's)
      -479-2283 (Bill's)
      4024 answer

      There are 4,024 number possibilities between Bill's number and Bob's.
   3) Continue with other phone numbers of classmates.

La Mesa-Spring Valley Mathematics Goal: Students will have a variety of instructional experiences for the development of estimation and measurement skills.

Career Education Concepts: G (34) F (35)

Curriculum Considerations: Mathematics, 4-6 (4)

Resources	Activities	Performance Objectives
MP 09595 - Building a House MP 61865 - Supermarker Mixup MP 71650 - World Full of Homes MP 21490 - Families and Shelters: A House for the Hernandez Come to Work With Us: House Construction	* 34. The Home. a) Cut out pictures of things needed by a family for their home. Children find the prices for the various items. b) Children estimate the cost to furnish a home for a family of four. Calculate actual cost of furnishing the home. c) Give each child a "budget" and have them furnish a home within that budget, (Use magazines or newspaper ads). d) Discuss the career of a homemaker, home furnishing decorator. Discuss: 1) How a job income can affect the selection of home, furnishings, car, etc. 2) How work serves the different needs and purposes of the individual. e) Keep a card file of all math and money related careers and define each.	34. The student will give two examples of how work (income) serves the needs of an individual.

Resources	Activities	Performance Objectives
MP 09595 - Building a House MP 36150 - Let's Build a House MP 00630 - Accuracy in Measurement MP 11360 - Careers in the Building Trades-Basic Skills MP 65450 - Understanding a Map Jelly Bean Company (Building) Curriculum Enrichment unit: "World of Construction" (available at Career Education Office) Assoc. General Contractors, ...297-4001 Map Center......291-3830	35. "Walking study trip" around the neighborhood to find out the number and approximate size of all the buildings in the area. a) Students take notes and make simple sketches along the way for later use in map-making. Children draw a map of the neighborhood on graph paper. Include streets, residences, businesses, etc. Discuss math skills needed by map makers. b) Children measure own home and draw the floor plan (omitting all furniture) to scale or graph paper. This should include room sizes. c) Invite guest speakers to talk about the different phases in construction of a map.	35. The student will describe two math skills needed for map making.

La Mesa-Spring Valley Mathematics Goal: Students will have a variety of instructional experiences for the development of estimation and measurement skills.

Career Education Concepts: F (36,37,38) C (39,40)

Curriculum Considerations: Mathematics, 4-6 (4)

Resources	Activities	Performance Objectives
San Diego Transit............238-0100 PSA...........................232-6225 Stewardess Information, Ext. 345 Study Trip #58 - Lindbergh Field AMTRAK..............232-6225 MP 01950 - Airport Activities MP 01900 - Airplanes Work for Us MP 02010 - Airports Serve the Community MP 64225 - Transportation is Moving MP 64750 - Trucks and Trains MP 64760 - Trucks and Truck Transportation MP 09850 - Busses that Serve the Community MP 22100 - Ferryboat MP 02000 - Airport in the Jet Age MP 01775 - Airplane Trip MP 43890 - Morning Airport MP 22250 - 55 to Get Ready MP 14050 - Community Airport MP 47400 - Our Shrinking World: Jet Pilot MP 64203 - Transportation by Helicopter MP 09800 - Bus Driver's Helpers MP 12925 - Cities and Transportation MP 64185 - Transportation by Bus	36. Guest speakers from careers related to the transportation industries. Discuss likes and dislikes about their work and if they use math in their jobs. a) Study travel schedules. Use departure and arrival times to measure traveling time for the various forms of travel. b) Compare the costs of different modes of transportation. c) List travel related occupations. Role play various careers needed to go from San Diego Airport to Hawaii.	36. The student will list five travel related careers.
	37. Cut out magazine and newspaper articles about math careers. Staple in a construction paper folder and have each child illustrate the cover.	37. The student will name one math career for three different student illustrations.

Resources	Activities	Performance Objectives
Education: Who Needs It? (Math)	• 38. Play "Worker Warm-Up:" Each child names as many math careers as possible in one minute. Variation - name as many ways math is used in one minute.	38. The student will name at least five math related careers in one minute.
MP 07550 - Behind the Scenes at a Supermarket	39. Money Learning Center - newspaper search: a) Cut out ads and articles on prices. b) Compare grocery store ads. c) Cut out coupons and invent problems for others to solve.	39. The student will write two math story problems related to a career.
Study trip #5 - Bank of America MP 43725 - Money: In the Bank & Out Checking account unit (Available from Career Education office.)	• 40. Set up a bank: a) Research the occupations necessary to run a bank. Visit a bank. b) Role-play the various occupations: secretary, clerk, teller, systems analyst, bookkeeper, etc. c) Set up checking accounts, savings accounts, loans. d) Class discussion: "How many of you would want to work in a bank?" Those who would, fill out a job application to discover what background is necessary for each banking career.	40. The student will list five banking careers and fill out one check correctly.

La Mesa-Spring Valley Mathematics Goal: Students will develop skills in applying mathematical concepts to the solution of problems.

Career Education Concepts: E (41) F (42) G (43) D (44)

Curriculum Considerations: Mathematics, 4-6 (5)

Resources

MP 16150 - A Day With Fireman Bill
MP 22700 - Fire Lookout
MP 22850 - Firehouse Dog
MP 22900 - Fireman, The
MP 22920 - Firemen Today
MP 22600 - Fire and Oxidation
MP 22650 - Fire Boat
MP 22875 - Fireboat: Ready for a Run
Calif. State Div. of Forestry 442-0874
Spring Valley Fire Dept..........463-0209
La Mesa Fire Dept................461-6101

Study Trip #13 - Fire Boat

Activities

41. Invite a fireman to visit the class and talk about his job.

    a) Prepare students to find out how societal expectations might effect his job. Questions might include: (What are his hours? Why must he be in good physical condition? Can he live anywhere he wants to? Why or why not?)

    b) Calculate solutions to story problems involving a fireman's job. Examples:

    > Fireman Smith just received an alarm. The fire box from which the alarm came is ten miles away. It will take Mr. Smith and his men five minutes to get ready. He can travel safely to the fire at approximately 40 miles per hour. How long will it take Mr. Smith and his men to get to the fire?

Performance Objectives

41. The student will describe two career functions of the fireman because of an ability to do math.

Resources	Activities	Performance Objectives
Bread & Butterflies: People Need People Education: Who Needs It? (Phys. Ed.)	* 42. Class discussion: How is math used in a sports career? Why is it used? a) Watch a baseball game. Keep score. b) Learn to figure baseball averages. c) Watch a football game. Calculate first downs, average yardage, etc.	42. The student will name two ways math is used in a sports career.
MP 63800 - To A Babysitter	* 43. Invent and solve problems in the following areas of interest to students: a) Paper route (amount of profit) b) Baby sitting (calculate earnings) c) Yard work d) Weekly allowance (budget weekly expenses)	43. The student will name two jobs that they could perform now and tell one way math is used.
MP 04960 - Arithmetic Is Important	44. Class discussion: How many careers use math to help solve problems? Where would a person receive the needed math training?	44. The student will list two ways a given career uses math.

La Mesa-Spring Valley Mathematics Goal: Students will have a variety of instructional experiences in geometric concepts and measurement.

Career Education Concepts: D (45,46)

Curriculum Considerations: Mathematics, 4-6 (5)

Resources	Activities	Performance Objectives
Text: Mathematics Level 4, p. 24 MP 34530 - Jobs in the City: Construction Education: Who Needs It? (Math)	45. Measurement - estimation a) Measure own house and draw floor plan on graph paper. b) Draw floor plan for dream house. c) Visit construction site. d) Guest speakers: architects.	45. The student will write two ways measurement is needed for a given career.
MP 64450 - Triangles, Types and Uses MP 57100 - Similar Triangles in Use	46. Geometric Shapes: a) Discuss jobs which require the ability to use geometric design for pattern creation. b) Discuss geometry and bridge builders. c) Guest speakers: People who use geometry and discuss training routes used by each.	46. The student will name a geometry based career and describe the training needed.

La Mesa-Spring Valley Mathematics Goal: Students will have a variety of experiences for the development of skills in numbers and operations.

Career Education Concepts: A, B (47) C (48)

Curriculum Considerations: Mathematics, 4-6 (5)

Resources	Activities	Performance Objectives
Dittoed copies of math worksheets and evaluations sheet	• 47. Administer a math worksheet at the beginning of the term. Explain its purpose is to make students aware of their strong areas in math. Use sample problems using: (addition, subtraction, multiplication, decimals, fractions and geometry).	47. The student will name two strong areas and two weak areas in math.

Name ______________________________

Date ______________________________

This paper was ____________________ to do.
(easy/difficult

I ______________________________ math.
enjoy/don't enjoy

My most correct answers were in:

Addition ________	Division ______
Subtraction ______	Decimals ______
Multiplication ____	Geometry ______

I need to improve in ________________
math area

Resources	Activities	Performance Objectives
	b) Class Discussion: 1) Has this math worksheet provided us with helpful information? 2) In what areas is each of us strong? Why is it important to know our strong points? 3) Can we improve our weak areas? How? c) Administer the same worksheet at the end of the term. Collect papers and note changes. Optional: have personal conferences with students about changes.	
Education: Who Needs It? (Math) POPEYE Career Comics	48. List careers in which math is essential. List type of math skills and training necessary for each career.	48. The student will list five math related careers.

La Mesa-Spring Valley Mathematics Goal: Students will have a variety of instructional experiences for development of skills in numbers and operations, estimation and measurement, and problem solving.

Career Education Concept: F (49)

Curriculum Considerations: Mathematics, 4-6 (6)

Resources	Activities	Performance Objectives
Study Trip #45 - San Diego Union Tribune Publishing Company Study Trip #10 - El Cajon Californian Newspaper, El Cajon MP 65350 - Type to Paper MP 33600 - Invitation to Better Newspapers, An MP 45480 - Newspaper - Behind the Scenes MP 45500 - Newspaper Retail Advertising MP 45550 - Newspaper Serves Its Community MP 26775 - Graphs - Understanding and Using Them 101 Ways to Use the Newspaper in the Classroom	49. Visit a local newspaper company. Learn about the careers involved in the newspaper establishment. Find out what some of the people working there like or dislike about their work and how much math is used. a) Invite a guest speaker from a newspaper company. b) Go through a newspaper and look for "sales" on food. Determine whether 5/$1 is really less expensive than 5 of an item at regular price. Compare grocery prices on a "per ounce" basis to see which is the best buy. c) Find the best bargain you can of different items; sample - motorcycle, bicycle, new car, used car, TV, etc. d) Plan a weekend menu for a family of four for $25.00. e) Using ad information, children create story problems, write on a ditto, run off and let other childre solve them.	49. The student will name four careers found at the newspaper establishment.

La Mesa-Spring Valley Mathematics Goal: Students will have a variety of instructional experiences for the development of estimation and measurement skills.

Career Education Concepts: E (50) A (51)

Curriculum Considerations: Mathematics, 4-6 (6)

Resources	Activities	Performance Objectives
MP 41850 - Measurement in the Food Store MP 41875 - Measuring MP 26750 - Grapes	50. Discuss - Jobs involved in the production of grapes. Listen to a speaker who has worked on a grape vineyard. Discuss where grapes are grown and what environment determines where you might find vineyards. a) Estimate the approximate number of grapes required to make one cup of jelly. Then calculate the actual average number actually required. b) Make some grape jelly in the classroom. Measure ingredients, discuss fractions used. Multiply the receipe to have enough for the entire class. c) Have each child bring a favorite recipe from home. Copy on to mimeo or ditto masters and make "favorite recipe" books for gifts. d) Guest speaker: Cooks, bakers, bartenders, etc.	50. The student will describe two ways environment influences career development.

Resources	Activities	Performance Objectives
SRA II, Unit B MP 49100 - People Who Work at Night Bread & Butterflies: School & Work	* 51. "How I Spend My Day": a) Students list hobbies and daily time spent with them. b) Fill in a daily time schedule - graph information. c) Discuss how the time schedule changes when a person is employed. d) Pretend you are a worker - fill in a new time schedule.	51. The student will describe two ways employment can change a daily time schedule.

La Mesa-Spring Valley Mathematics Goal: Students will have a variety of instructional experiences for the development of measurement skills.

Career Education Concepts: E, A (52) A (53)

Curriculum Considerations: Mathematics, 4-6 (6)

Resources	Activities	Performance Objectives
MP 49025 - People Are Different & Alike MP 08940 - Boys & Girls: Alike and Different SRA II, Unit C	52. Figure sports averages for players; i.e., batting averages. Find the average weight of the football players on a given team. Compare this with the average weight of players on a baseball team, a basketball team, an ice hockey team. How do these averages compare? a) Discuss how height, weight, or individual abilities might influence a person's career choice. b) Find the differences in players heights. c) Compare income for players in different sports fields. Compare training. d) Hold an inter-class track meet and have children run 180-yard dash. Record the results in tenths of seconds (if possible). e) Discuss how math is used in sports careers.	52. For a given set of physical characteristics, the student will name one appropriate career.

Resources	Activities	Performance Objectives
Education: Who Needs It? (Phys. Ed.)	* 53. Decimals: Interview a member of a track team to find out the ways math is used in that career. a) Hold children's track meet. b) Have children run 180-yard dash and record results in 10th of seconds.	53. The student will name two ways decimals are used in a track career.

La Mesa-Spring Valley Mathematics Goal: Students will have a variety of instructional experiences for development of skills in numbers and operations.

Career Education Concepts: L (54) C (55)

Curriculum Considerations: Mathematics, 4-6 (6)

Resources	Activities	Performance Objectives
MP 43725 - Money: In the Bank & Out **MP 33925 - It's All Mine** **MP 60900 - Story of Our Money System** Checking account unit - (Available from Career Education Office) Study Trip #5 - Bank of America 4719 Palm Avenue, La Mesa....294-2703 Sweetwater Road & Jamacha....294-2237	• 54. Guest speaker, parent, etc. who has worked at a bank. Explain some duties of a banking career and training routes necessary. a) Visit a local bank and learn about the employment opportunities available there. Find out some of the things people who work there like about their work and dislike about their job. b) Set up and balance checking accounts. Have students pair up and check each others balances at the end of each week and at the end of the month. c) Role play the various jobs involved in banking.	54. The student will describe in writing two ways a bank trains employees.
Jelly Bean Company filmstrips	55. Inventories for businesses - a) Students chart items needed in a restaurant inventory (napkins, sugar, straws, salt, glasses, etc.) List supply on hand, supply needed, etc. b) Resource person bring in and discuss an inventory sheet.	55. The student will write two sentences describing a business inventory.

Resources	Activities	Performance Objectives
MP 54950 - School for Ted	c) Student interviews with school personnel (cooks, janitors, principals, secretaries, etc.) concerning inventories of materials. d) Discuss consequences of over or under ordering. What qualifications should the individual in charge of inventory have?	

La Mesa-Spring Valley Mathematics Goal: Students will have a variety of instructional experiences for the development of measurement skills.

Career Education Concepts: K (56) C (57)

Curriculum Considerations: Mathematics, 7-8 (7)

Resources	Activities	Performance Objectives
Associated General Contractors (construction) 2231 West Hotel Circle, San Diego, 92110 ....297-4001 San Diego Building Contractors Assn. ....283-2371 San Diego County District Council of Carpenters, 953 - 23rd Street San Diego................233-0410 Parker's Wood Specialties 9007 Olive Drive, Spring Valley Tours..................460-3252 MP 11360 - Careers in Building Trade MP 34530 - Jobs in the City: Construction	*56. Students collect pictures of houses, rooms and yards. a) Classify pictures (i.e., yards, kitchens, bathrooms, family rooms, dining rooms, garages, etc.). b) After looking over pictures, student will draw a floor plan of house to scale on graph paper. c) Students sketch the house he has designed as it would look from the outside, from two or more views. The sketch should include landscaping. d) Discuss jobs available in home building. Find out how they are inter-related and inter-dependent in fulfilling community needs. e) Invite guest speakers to discuss some of the jobs involved in construction of a home and the different tools needed for measurement.	56. The student will describe two interrelated construction careers and tell why they are inter-related.

Resources	Activities	Performance Objectives
MP 50200 - Pipes in the House MP 11360 - Careers in Building Trade MP 34530 - Jobs in the City: Construction	57. Class Discussion: How would the measurements used by the plumber differ from those used by a carpenter? List all careers that involve some form of measurement.	57. The student will list ten careers that require measurement skills.

La Mesa-Spring Valley Mathematics Goal: Students will have a variety of instructional experiences for the development of mathematics skills.

Career Education Concepts: L (58,63,64) A (61) C (59,60,61,62,65)

Curriculum Considerations: Mathematics, 7-8 (7)

Resources	Activities	Performance Objectives
MP 26775 - Graphs-Understanding and Using Them MP 43885 - More Power for the Job	* 58. Students select a career or occupation which is of interest and figure the cost involved in preparing for that occupation (schooling? college? training program? housing? tuition? food? transportation? equipment? tools? a) Construct a graph with an "X" and "Y" axis. Using the "Y" axis to represent the monetary expense involved in planning for a career, and the "X" axis to represent the average beginning yearly salary for a person in a given career; have each student enter his findings on this one large graph. b) Construct a second graph with the "Y" axis again representing the monetary expense involved in preparation for the career, and this time use the "X" axis to represent the average salary of a person who has been in that occupation for 10 years.	58. The student will give an estimate for the cost of preparing for a given career.

Resources	Activities	Performance Objectives
MP 04960 - Arithmetic Is Important Popeye Career Comics	59. Class discussion - the need for math in a career-oriented society.	59. For a given career involving math, the student will be able to: 1) Write level of math needed to perform this career. 2) Relate his math ability to a given career.
	• 60. Conduct a contest. Winner will be the person who can find one career that does not involve some aspect of math. (Note: there will be no winner. All careers need math skills.)	60. The student will explain orally how every career uses some math.
Yellow pages of local phone book.	* 61. Guest speakers - as curriculum dictates use appropriate speakers: Examples: Statistics Baseball coach Sports editor Track & field official Consumer Math Homemaking teacher Supermarket manager Stockbroker Geometry Contractors Landscape architect Architect Decimals/metrics Department of Units & Measure Representative Scientist Auto mechanic	61. For a given speaker, the student will describe two ways math is used in their career.

Resources	Activities	Performance Objectives
Spring Valley County Library 1043 Elkelton, Spring Valley ....463-3006 School Librarian Study Trip #9 - County Library 8055 University Avenue, La Mesa 469-0011	62. Invite guest speaker from local or county library. a) Discuss how reading as a hobby can lead to an enjoyable career. Discuss jobs related to the library. b) Learn the Dewey Decimal System. Visit the school library and learn how books are classified. c) Make a card file for room library books: (a subject card, a title card, and an author card). d) Discuss jobs of a librarian other than checking out books (mending, marking, rebinding, audio-visual, e) Compile a list of at least ten books, periodicals or reference journals which deal with one particular historical application of math.	62. The student will give three different jobs of the librarian.
	63. Invite a guest speaker or call on the conference phone a CPA, an accountant, or a tax consultant.	63. The student will write four tasks performed in the speaker's occupation.
Occupational Outlook Handbook	64. Have each student select a "pretend" occupation and find out how much gross income that job would bring to a person in that field the first year. a) Students compute their own deductions for withholding tax, social security tax, retirement deductions, if any,	64. The student will describe four math skills needed by a person filling out an income tax form.

Resources	Activities	Performance Objectives
Tax schedules from last year. Old tax information booklets.	b) After establishing their net income for a year, have each student compute their income tax for the year using both the long form and the short form and last year's tax tables. c) Discuss skills needed by tax consultants and the peak time for these employees to work.	
MP 34530 - Jobs in the City: Construction	65. Fractions: a) Provide space and materials for students to construct a pre-selected wood working project dealing with fractions. b) Add and subtract fractions: Who needs it? The building industry. Write addition and subtraction fraction problems for the class to solve. c) Construct a simple birdhouse.	65. The student will list five careers that use fractions.

La Mesa-Spring Valley Mathematics Goal: Students will have a variety of instructional experiences for the development of mathematics skills.

Career Education Concepts: D (66) E (67,71) J (68) I (69)

Curriculum Considerations: Mathematics, 7-8 (8)

Resources

Spring Valley Auto Supply
...........................463-6646

Streamline Auto, Auto parts, sales
...........................463-0359

Grove Auto Body
...........................460-1365

MP 11470 - Careers: Mechanical
MP 49090 - People Who Fix Things
MP 49095 - People Who Make Things

MP 26275 - Golden Age of the Automobile
MP 34960 - Junkyard

Activities

*66. Visit an auto repair shop or an auto parts store. Learn about the work.

a) Invite guest speakers or call auto repair related occupations.
b) Contact towing companies and wrecking yards to answer the following questions:
    1) How much would it cost to have your car towed to a garage? Make a graph comparing the costs at several towing service companies.
    2) What is their minimum rate?
    3) What is their rate per mile?
c) Talk to a wrecking yard owner and find out what he does with the old cars. How does he make money from wrecks?
d) What happened to the price of used steel during the World War II period? Why? Compare the price of steel then and now.
e) It is said that junkyards are not yet refusing to accept junk brought to them, they just don't find it profitable to go after it. Show some mathematical proof for this statement.

Performance Objectives

66. The student will name three instances in which an auto repair person uses math on the job.

Resources	Activities	Performance Objectives
MP 23635 - Food for Life MP 23700 - Food Groups and How to Cook Them MP 34533 - Jobs in the City -Services MP 61865 - Supermarket Mix-Up MP 66475 - Vitamins from Food "Learning About Restaurant Business" - a Curriculum Enrichment Unit (available at Career Ed Office) Mr. Steak Restaurant......465-7000	* 67. Invite a guest speaker in from a restaurant or visit a local restaurant or cafe. a) Find out what the restaurant business involves and overhead costs. b) Divide class into four or more groups. Have each group select a particular type of food establishment to study in depth. c) Have each group find out the cost of establishing "their" restaurant (approximately). Then have each group design a menu and set prices for the food. Calculate profit margin based on average food cost. Then calculate overhead, including cost of gas, electricity, water, heat, food, maintenance and employee wages, etc. d) Determine what volume of business they would have to do to make a profit based on the above calculations of costs and prices for food.	67. The student will list three cost factors in the operation of a food establishment

Resources	Activities	Performance Objectives
Subsea Products Underwater photography, diving ....276-0880 Shelter Cove Marina ....224-2471 MP 62475 - Take Two From the Sea MP 10650 - Camping - A Key to Conservation MP 15260 - Creative Hands MP 23480 - Flight: A New Awareness MP 49090 - People Who Make Things	• 68. Calculate the approximate cost in time and money of five leisure time activities. Compare these. a) Select five or six professions. Group students so that there is a group to survey each of the selected professions. Take a survey of people in those occupations to find out what types of leisure activities they enjoy most. b) Construct a bar graph for each group and on it plot the number of people interviewed who indicated a given activity as one of their favorite leisure time activities. c) Explore leisure activities: 1) Plan an underwater diving adventure for four. How much would the gear cost? Do some research to find out. 2) Plan a 6-day camping trip for 12. How much would it cost? Do some research and find out. 3) Talk to a boat-owner. Find out what is involved in keeping up a boat. Find out some of the costs involved in this particular hobby. d) List as many hobbies as you can which could be worked into profitable occupations. e) Make a collage of leisure time activities.	68. The student will describe two leisure activities and match them with the appropriate career.

Resources	Activities	Performance Objectives
MP 36044 - Length & Distance MP 42245 - Meter, Liter & Gram MP 42248 - A Metric America MP 42250 - Metric System	* 69. Metrics: a) Locate areas in which the metric system is correctly used. b) Bring in metric tools and convert their measurements to equivalent measurements in the English system. List careers currently using these metric tools. c) Discuss: How will various careers have to change if this country converts to the metric system? d) Interview a pharmacist concerning the use of the metric system.	69. The student will list three careers already using the metric system and three careers that soon will convert to metrics.
MP 17600 - Donald in Mathmagic Land MP 03300 - Angles and their Measurement MP 57100 - Similar triangles in Use	* 70. Geometry: a) Have students research the uses of angular measurement as in plotting points on the earth's surface. How is this related to the world of work? b) Divide class into committees to research uses of plain geometry in areas such as: (navigation, architecture, fashion design, interior decorating, building, engineering, surveying, and civil engineering). Use a bulletin board to show findings. c) Divide class into committees to research solid geometry in areas such as (engineering, packaging, design, drafting, machinery, etc.)	70. For a given career the student will list three ways geometry is used.

Resources	Activities	Performance Objectives
MP 04960 - Arithmetic Is Important	71. Use the daily newspaper to collect articles about math-related community activities and careers. Chart frequency.	71. The student will list five community math related careers.
Study Trip #5 - Bank of America	72. Study trips - curriculum related examples: stockbrokerage firm, profit and loss, automobile dealers, interest, percent, bankers, etc.	72. After a study trip, the student will list five careers observed and tell how each used math.

Social Studies
SPAIN
ASIA
MEXICO

EXIT LEVEL PERFORMANCE AREAS - SOCIAL SCIENCE	ACTIVITY NUMBER		
	K-3	4-6	7-8
ANTHROPOLOGY AND PSYCHOLOGY			
Animals	16, 17, 18		
Food, Nutrition	39*, 40, 50, 61, 62, 63, 72		
Indians	87	91*, 92, 137, 138, 139	
SOCIOLOGY			
Community Helpers/Careers	1*, 2, 3, 4, 5, 6, 7, 8, 9, 19, 49, 77*, 78*, 79, 80	100, 141, 152	156*, 170*, 171* 172
Health, Safety and Courtesy	10, 11, 12, 13*, 31, 34		
Self-Awareness	20, 21, 22, 23, 24, 25, 26, 27, 59, 75	142	
Family	28, 30, 53, 54, 56*	114	
Job Responsibilities, Training	35*, 58, 67, 71		
Dwellings, Homes	36, 46, 47, 51		
Community Awareness	52, 88		
Holidays	55		
Groups, Assembly Lines	57*, 70, 73		
Communications	65	109*, 133, 135	154*
Recreation		124	
GEOGRAPHY			
Ecology	29	116	153*, 162
Environment	37, 38, 48, 74, 76		
Weather		99, 101	
National Parks		119	
Pollution		144	
ECONOMICS			
Transportation	14, 15*	93	161*
Farming	41, 44, 45	106, 118, 124, 128	164*
The Store	42, 64		
Natural Resources	43, 84, 89	134	168, 179*, 184
Producers/Consumers	60*		
Goods and Service	66, 85, 86, 90	149*, 150, 151	158, 177
Corporations		96*, 125, 126, 127, 129	
Unions			165*

EXIT LEVEL PERFORMANCE AREAS - SOCIAL SCIENCE	ACTIVITY NUMBER		
	K-3	4-6	7-8
ECONOMICS (CONTINUED)			
Trade		97	
Products		98, 125, 126, 127, 129	
Inventions		130, 132, 137, 146*, 148	178*
Economics		122, 123*, 136	173*, 181
Taxes, Stock Market		95, 105	174*
HISTORY AND POLITICAL SCIENCE			
Laws, Rules, Politics	32*, 33, 68, 69, 81, 82*, 83		
Flags		94	
California, San Diego		102, 103, 104, 107	
Missions		108*	
Irrigation		115	
Westward Movement		110	
History			167, 182*
War, Military		113	157, 175*
Constitution, Politics		117, 120, 121*, 145*	159*, 183*
Explorers		131, 140	169*
United Nations			155*
Peace Corps		150	
Different Cultures, Middle East			163*, 166*, 176*

CONTENTS OF (*) ACTIVITIES FOR CAREER EDUCATION LEAD TEACHERS

SOCIAL SCIENCES

Grade	Activity Number	Skill Performance	Page
K	1	Community, Helpers	58
	13	Dentist, Doctor	62
	15	Transportation	62
1	32	Product Expectations	68
	35	Job Responsibilities (child)	69
	39	Food	71
2	56	Job Training	76
	57	Group Dependence	76
	60	Producers/Consumers	77
3	77	Work, Workers	84
	78	Women Careers	84
	82	Laws, Regulations	86
4	91	Indians	89
	96	Corporations	91
	108	Spanish Influence	96
5	109	Newspaper	97
	121	Famous People	102
	123	Inventors	103
6	145	Political Careers	113
	146	Products	114
	149	Goods/Services	115

SOCIAL SCIENCES

Grade	Activity Number	Skill Performance	Page
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	154	Communications	117
	155	United Nations	117
	156	Community Helpers/Careers	118
	159	Constitution - Politics	119
	161	Transportation	120
	163	Different Cultures, Middle East	122
	164	Farming	121
	165	Unions	122
	166	Different Cultures, Middle East	122
	169	Explorers	123
	170	Community Helpers/Careers	124
	173	Economics	125
	174	Taxes, Stock Market	125
	175	War, Military	125
	176	Different Cultures, Middle East	125
	178	Inventions	126
	179	Natural Resourses	126
	182	History	129
	183	Explorers	130

La Mesa-Spring Valley Social Science Objective: Students will have a variety of educational experiences aimed at helping students live in a modern world.

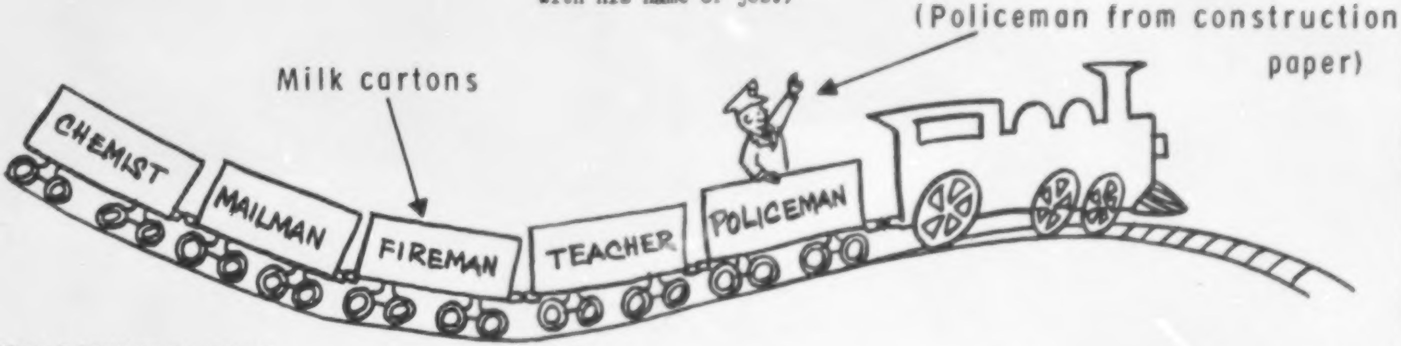
Career Education Concepts: K (1,2,3,4,7,8,9,10,11,12,13,14,15) F (5,16,17,18,19) C (1,6)

Curriculum Considerations: Social Sciences, K -3 (K)

Resources	Activities	Performance Objectives
La Mesa Police Department.....469-6111 San Diego Police Dept..........238-7345 Border Patrol.................428-1115 Spring Valley Fire Dept.......463-0209 Golden Arrow Dairy............296-6205 Dentist.......................469-6665 Veterinarian....466-0533 or...460-3966 Spring Valley Post Office.....466-3251 MP 66230 - Veterinarian Series, The Community MP 14125 - Community Helpers, Cleaners & Laundry MP 14275 - Community Services MP 16150 - A Day with Fireman Bill MP 20400 - Everyone Helps in a Community MP 49100 - People who Work at Night MP 50800 - The Policeman MP 50850 - Policeman - Day and Night MP 64650 - Truck Farm to Store MP 65425 - Uncle Jim's Dairy Farm MP 68150 - Behind the Scenes at the Supermarket MP 62580 - The Teacher-A Community Helper	* 1. Neighborhood walk to discover work being done. a) Make a Community Helper Bulletin Board: each day another community helper is added. b) Correlate these days with films and visitors to the classroom. c) Children share occupations of parents. d) Make a mural of a typical community scene. Children paint pictures of community helpers.	1. The student will be able to name three community helpers and one service to the community.
	2. Role play a community helper: a) Model post office. Children send letters (paintings) to each other. b) Model grocery store with empty cans and boxes.	2. The student will be able to role play a community helper for a specific situation.
	3. Paper sack puppets: Paint pictures of community helpers. Role play in a puppet show.	3. The student will be able to role play a community helper for a specific situation.

Resources	Activities	Performance Objectives
MP 73150 - Your Friend, the Doctor MP 51100 - Postman-Rain or Shine MP 47350 - Our Post Office MP 43625 - The Modern Post Office MP 39750 - The Mailman MP 28240 - The Helpful Little Fireman MP 22920 - Fireman Today MP 22900 - The Fireman MP 22850 - Firehouse Dog MP 22700 - Fire Lookout MP 09850 - Buses that Serve the Community MP 09800 - Bus Drivers Helpers FS 37162 - Cafeteria Workers FS 37162 - Custodian FS 37110 - Principal FS 37100 - School Helpers MP 54950 - School for Ted Tape Recorder	4. Play "Who Am I?" by holding up pictures of articles used by community helpers (i.e., policeman hat, milk bottle, letter, fire hose, stethoscope, etc.)	4. The student will be able to identify the specific community helper after seeing an article or a picture of an article used by that community helper.
	5. Class discussion: Is the school a community helper? a) Have children list all the people necessary to operate the school. b) Role play with students some of the "school helper" jobs. c) Invite one or more of the school personnel to come in and discuss their job and its importance in the functioning of the school.	5. The student will orally identify two helpers in the school and will name the function of one school helper.
Duso I, Fairfield Fire Department	6. Use the Fairfield Fire Department tape and picture story. a) List skills needed for fireman's job. b) Discuss liabilities of this career.	6. The student will describe two things a fireman does each day.

Resources	Activities	Performance Objectives
See films on pages 58 & 59	7. Make an "Add a Helper Train" as a bulletin board display. (Each car may be made from construction paper and/or milk cartons and as a new helper is studied, he is "made" and placed inside a car with his name or job.)	7. The student will be able to name three community helpers and one service to the community.
What I Want to Be When I Grow Up, Carol Burnett	8. Make construction paper hats for different occupations and use in games and role-playing activities.	8. The student will be able to identify orally a specific community helper after seeing a hat used by that community helper.
Tape reco[illegible]	9. Make a tape recording of different sounds of community helpers - have students try to identify them (i.e., trashman, milkman, fire engine, police).	9. The student will be able to identify three sounds of the neighborhood.



Milk cartons

(Policeman from construction paper)

Resources	Activities	Performance Objectives
MP 27900 - Health - You and Your Helpers MP 14150 - Community Hospital MP 17800 - Dress for Health MP 25825 - Germs and What They Do MP 27950 - Healthy Families MP 34500 - Joan Avoids a Cold MP 34850 - Judy's Smile MP 36250 - Let's Have Fewer Colds MP 38500 - Living and Growing MP 41500 - Mealtime Manners and Health MP 47450 - Our Wonderful Eyes and Their Care MP 57740 - Sleep MP 57750 - Sleep for Health MP 57800 - Sleepy Heads MP 62750 - Teeth White-Teeth Bright MP 73150 - The Doctor-Your Friend	10. Health and Safety: Class discussion: Walking and bicycle safety. a) Observe school safety patrol. b) Discuss importance of the safety patrol in the school, and have a patrol member visit the class to explain his or her role. c) Using the safety patrol equipment, have students role play this activity in the classroom using other students as pedestrians.	10. After visitation, the student will be able to relate one important function of these community helpers to the school and the community.
Dentist........................469-2189 Dental Technician.............469-6665 Dental Hygienist..............435-0727	11. Guest speakers: (Police, Fire Dept., Sheriff's Dept., Highway Patrol) a) Discuss the importance of "friends". b) Draw pictures of them.	11. After the visitation, students will be able to relate one important function for one community helper to the school and the community.
La Mesa Police.................469-6111 San Diego Police...............238-7345 Spring Valley Fire Dept.......463-0209 County Sheriff's Dept..........236-6661 Highway Patrol.................296-6661	12. Guest speaker: school nurse -- discuss good grooming and cleanliness, brushing teeth and importance of taking care of ourselves. (eating-sleeping-staying home in bed when sick)	12. The student will be able to role-play and/or relate to others one way these community helpers (dentist, doctor, nurse) serve us.

Resources	Activities	Performance Objectives
County Medical Society 565-8888	* 13. Guest speaker: Dentist, Doctor or Nurse to talk about health, their job and how they help the community.	13. The student will be able to role-play and/or relate to others one way these community helpers (dentist, doctor, nurse) serve us.
Airport Traffic Control Tower..293-6240 U.S. Coast Guard Air Station...295-3121 Port Authority..................291-3900 AMTRAK.........................232-6225 San Diego Transit..............238-0100 Yellow Cab Co..................239-8061	14. Transportation careers-- Study trip: Visit the Airport, San Diego Bay, Train Station, Bus Terminal, or Yellow Cab Co.	14. The student will name two careers connected with transportation.
Old Periodicals MP 64185 - Transportation by Bus MP 12925 - Cities and Transportation MP 02010 - Airport Serves a Community Come to Work with Us: Airport	* 15. Using old newspapers and/or periodicals, have students cut out pictures of vehicles used in transportation and make a mural or collage. Discuss transportation careers.	15. The student will depict, by means of a mural or collage, three different forms of transportation.
Humane Society.................297-1813 San Diego Co. Veterinary Med. Association...................466-3400 San Diego County Animal Shelter......................262-0795	16. Animal related careers-- Study trip: Visit the zoo, pet shop, Humane Society, S.P.C.A., or Fish and Game Bureau.	16. The student will be able to discuss one career observed on their visitation.
Zoo Animals....................460-4050 San Diego Zoo..................234-5151	17. Make a mural or a collage of animals using pictures from magazines and/or pictures from the students. Name the careers involved.	17. The student will name 5 different animals and one career involved with animals.

Resources	Activities	Performance Objectives
MP 01200 - Adventures of a Chipmunk Family MP 03400 - Animal Homes MP 03625 - Animals and Pam MP 03650 - Animals and Their Foods MP 03700 - Animals are Different and Alike MP 03750 - Animals at Work in Nature MP 03800 - Animals Growing Up MP 03810 - Animals Hear in Many Ways MP 03825 - Animals in Autumn MP 03850 - Animals in Spring MP 03950 - Animals Move in Many Ways MP 04025 - Animals of the Desert MP 04050 - Animals Protect Themselves MP 06915 - The Bear Family MP 06950 - Beaver Valley MP 07000 - The Beaver MP 07050 - Beavers at Work MP 07950 - Big Land Animals of North America MP 08550 - Black Bear Twins MP 12450 - Chotu and His Jungle Elephant MP 19650 - Elephant Baby MP 22850 - Firehouse Dog MP 23900 - Forest Babies MP 27010 - Guinea Pigs MP 27483 - Hamsters MP 27650 - Hare and the Tortoise MP 28750 - Hippo MP 29265 - Horses and How They Live MP 35275 - Koala	18. Draw (or paint) pictures of pets. a) Students explain what some of their responsibilities to their pets are, i.e., feeding, grooming, etc. Lead this discussion into the different jobs relating to pets, (pet store, animal groomer, vet, humane society, etc.) b) Ask one or more of these people to visit the classroom. c) Make a list of animals that help man with his work, (guard dogs, horse, cow) animals we use for food, and animals we use for pleasure.	18. The student will name two occupations that involve working with animals.
Conference phone	19. Use the conference phone to call community places of student interest. a) Use childrens' questions b) Discuss information	19. The student will tell two things about a given community helper.

Resources	Activities	Performance Objectives
MP 36000 - Learning from Pets in the Classroom		
MP 38450 - Littlest Puppy Grows Up		
MP 38825 - Looking at Mammals		
MP 43865 - Moose Baby		
MP 43910 - Morning Zoo		
MP 44050 - Mother Cat and Her Baby Skunks		
MP 44100 - Mother Deer and Her Twins		
MP 54300 - Nature's Half Acre		
MP 49770 - Pigs		
MP 52240 - Rabbits		
MP 54800 - San Diego Zoo		
MP 59550 - Spotty - Story of a Fawn		
MP 62875 - Tembo - The Baby Elephant		
MP 70250 - Wild Animal Families		
MP 73600 - Zoo Animals-Mammals, Pt. 2		
MP 73550 - Zoo Animals-Mammals, Pt. 1		
MP 73650 - Zoo Animals in Rhyme		
MP 73700 - Zoo Animals of our Storybooks		
MP 73750 - Zoo Families		
MP 50745 - Police Dog		

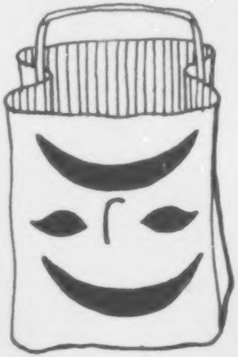
La Mesa-Spring Valley Social Science Objective: Students will have a variety of educational experiences which will promote group and interpersonal skills.

Career Education Concepts: A (24,26) B (20,21,22,23,25,27,30) C (28) K (29)

Curriculum Considerations: Social Sciences, K-3 (1)

Resources	Activities	Performance Objectives
SRA II, Units A-D **MP 08940 - Boys and Girls: Alike and Different** **DUSO I Red & White Bluebird Fairfield Fire Department**	20. Class discussion: "Who Am I" a) Am I tall, short, skinny, fat? b) Discuss likes, dislikes, similarities, differences, hobbies, etc. c) How many have blue eyes, brown hair, etc.?	20. The student will name one way they are alike and one way they are different from another member of the class.
SRA II, Unit A	21. "Mirror Mirror" - using a large mirror, each child examines his/her facial features; eye color, hair, teeth, nose, etc. and describes him/herself.	21. The student will be able to name their eye and hair color.
"Me" Book Learning Center (available at Career Ed Office)	22. Make "Who Am I" booklets with self-portraits, eye color, hair color, hobbies, etc.	22. The student will be able to name their eye and hair color.
	23. Each child paints their own picture. Discuss it with their friends.	23. The student will be able to tell one way their physical appearance differs from that of one of their classmates.

Resources	Activities	Performance Objectives
MP 07920 - Big and Little MP 36015 - Learning to Look at Hands MP 08940 - Boys & Girls: Alike & Different MP 72675 - Your Self Image The Other Side of the Report Card, p.223	24. Have children sit around one child and each one tell one good thing they like about him/her. Then trace around the student (on butcher paper) and hang it up for "Child for the Day".	24. The student will demonstrate the ability to recognize positive points about classmates by naming one good point for a given classmate.
Tape recorder	25. Record each child's voice on a tape - have each child identify their own voice.	25. The child will be able to identify his or her own voice from a tape recording.
DUSO I, The Best Way to Learn SRA I, Unit B	26. "Climbing the Stairs" - child draws a staircase with a picture of self standing on middle step. Student labels each step above with something he would like to learn to do.	26. The student will be able to name two things he or she does well and one thing he or she would like to learn.
See resources for activity #26	27. "Teacher-Learner" - select a small group of children lacking in self-confidence. Teach these students a game or activity the others do not know. Each child then selects one child to "teach" this activity to. These children then select four new students to teach.	27. The student will be able to show mastery of one new activity by teaching it to others.
	28. Class discussion on: How students' parents learned to do the various jobs and tasks they do. a) Who taught them? b) Make a list of things you have learned from your parents (brush teeth, tie shoes, etc.), sisters, and/or brothers, and friends.	28. The student will be able to name three different jobs or tasks and the person or persons who taught them.

Resources	Activities	Performance Objectives
Brown paper bags Ecology Center.................280-4820 Systems Ecology................582-1551 Air Pollution and Control......236-2253 MP 38920 - The Lorax	29. Environment-Self respect. Have children bring big paper bags. a) Paste or draw onto the bag, litterbag mask. Mask becomes litterbag. b) Discuss what is litter - what is a litterbug? c) Make a list on chalkboard as children name things that are litter (paper, banana peels, etc.) d) Take class on a tour of the school filling litterbags. e) Discuss careers that are involved with litter.	29. The student will name one reason it is important to maintain a clean environment and name one career involved. 
(Rhyme, #6) These little hands will work for you. They can be important to the family, too. There are so many things these hands can do. By helping, they will say 'I love you'. MP 27525 - A Happy Family	30. Children trace around their hands on construction paper and cut them out. Staple hands together with a little rhyme (pre-run off) inside. Children take hands home.	30. The students will name one task they perform that helps their family.

La Mesa-Spring Valley Social Science Objective: Student will have a variety of educational experiences aimed at developing patriotic citizens who value selected characteristics of American society.

Career Education Concepts: B (33) C (31,32,34,35)

Curriculum Considerations: Social Sciences, K-3 (1)

Resources	Activities	Performance Objectives
Old Periodicals MP 68150 - We Play and Share Together MP 24810 - From Start to Finish MP 69987 - Who Needs Rules MP 25850 - Getting Along with Others MP 39180 - Lunch Room Etiquette MP 41550 - Mealtime Manners and Health MP 68150 - Beginning Responsibility MP 26100 - Going To School is Your Job MP 02550 - Am I Trustworthy MP 07350 - Beginning Responsibility - Rules at School MP 26350 - The Golden Rule MP 54975 - Schools and Sharing MP 54185 - Rules, Laws and You MP 46850 - Our Class Works Together MP 36475 - Let's Play Fair MP 69987 - Who Needs Rules MP 28850 - Holiday From Rules	31. Using old magazines, cut and mount pictures of signs, crowded hallways, traffic, etc. depicting situations involving commonly accepted rules. a) Discuss what rules apply and why. b) Write on the board some commonly accepted rules and ask the children to match the rule with the picture. c) Discuss people who help us maintain these rules, i.e., policeman, safety patrol, teachers, principal, parents, etc.	31. The student will be able to name two commonly accepted rules they live by and the career that helps enforce the rule.
"The Day Charlie Did Not Come", Cliff Purcell (Available through Career Ed. office)	• 32. Class discussion on: Ways in which jobs might be affected by society's expectations. For example, people expect their telephones to work; they expect garbage to be picked up; milk to be delivered, etc. a) Read, "The Day Charlie Did Not Come" to the class. b) Role play some jobs children expect to always be done.	32. The student will show through role playing the importance of two jobs.

Resources	Activities	Performance Objectives
	33. Draw pictures of selves following rules at home - brushing teeth, washing hands, etc.	33. The student will draw one picture of a home rule.
MP 28850 - Holiday from Rules MP 69987 - Who Needs Rules MP 70127 - Why We Have Laws	34. Plan for one morning of class time in which rules of common courtesy would not be in effect. (i.e., no thank-yous, no one cleans up his/her paints, children don't take turns, etc.) Afterwards discuss what happens when we neglect common courtesies.	34. The students will cooperatively set up a set of classroom rules, demonstrating concern for the rights and property of others.
MP 46850 - Our Class Works Together	• 35. Make a mobile with jobs hanging on it with each child's name attached to a job. When a child does not do his job he has to take down his name. This throws the mobile out of balance - showing them that when someone does not do their job it throws the classroom system out of balance.	35. The student will discuss different rules in the school or community and predict possible outcomes if a certain rule was abolished.

La Mesa Spring Valley Social Science Objective: Students will have a variety of instructional experiences leading to an understanding of the United States and other nations.

Career Education Concept: E (36,37,38)

Curriculum Considerations: Social Sciences, K-3 (1)

Resources	Activities	Performance Objectives
MP 56750 - Shelter San Diego Carpenters Union ....233-6161 MP 09595 - Building a House **MP 34530 - Jobs in City: Construction** Come to Work With Us: Home Construction	36. Describe to the class the type of building in which each child lives. a) Draw a picture of his/her home or apartment, or make a model of their home from shoe boxes or milk cartons. b) Discuss who built their home and all the people necessary to complete its construction (plumber, electrician). c) Construct homes out of clay, Lincoln logs, paper, etc.	36. The student will be able to describe one career needed to build their home.
MP 15050 - A Child of Hawaii MP 21775 - Farm Family in Autumn MP 21535 - Families and Weather MP 01500 - African Girl - Malobi MP 16720 - Desert Caravan MP 20250 - Eskimo Family MP 34350 - Japanese Boy MP 34175 - Jan-Boy of the Netherlands MP 59250 - Spanish Children	37. Show pictures of snow covered mountains, desert, etc. and ask what their mothers and/or fathers might do if they lived in these places. What would their job or leisure type activities be? Discuss differences around the world.	37. For a given climate the student will identify orally two careers which could be found there.
MP 64650 - Truck Farm to Store MP 23635 - Food Cannery MP 23675 - Food for the City: Produce	38. Class discussion: How environment affects foods we eat. What occupations are involved in providing these foods?	38. The student will list three occupations that provide us with food.

La Mesa-Spring Valley Social Science Objective: Students will have a variety of instructional experiences leading to the development of understandings related to the interdependence of individuals and groups.

Career Education Concepts: K (39,42,43,45) A, C (41,48,47) F (40) E (46,48,49)

Curriculum Considerations: Social Sciences, K-3 (1)

Resources	Activities	Performance Objectives
San Diego Dept. of Agriculture ....278-9200 MP 64650 - Truck Farm to Store MP 39250 - Machines that Help the Farmer	* 39. Area: Food. Class discussion: Ways and means of obtaining food, i.e., hunting, fishing, planting, (growing) and how their parents get their food. Trace path of food from origin to supermarket.	39. Given a product, students will list or illustrate in sequential order, some raw materials, machines and workers needed to bring the product to their home.
Dairy Council of California ....281-6648 MP 18650 - Eat for Health MP 72550 - You and Your Food MP 67950 - We Get Food from Plants and Animals Career Pictures LMSV Food Services Department .....469-6171 Ex. #71 District butter churn.	40. Food preparation - list on the board what people do these activities for an occupation. Bring one of these persons in during the children's food preparation to discuss their job. (Make butter, candy apples, candy or a small meal.)	40. Students will be able to name two occupations that deal with food preparation.
Use District Incubator MP 32125 - The Incubator	41. Using an incubator, observe eggs hatching. Discuss careers that do this job.	41. Students will name one career involved with egg hatching.
MP 07550 - Behind the Scenes: Supermarket	42. Classroom store: role play occupations, clerk, stockboy, customer, etc.	42. The students will be able to organize, set up and run a grocery store.

Resources	Activities	Performance Objectives
	43. "Wise use of Resources" - before passing out pencils for each child in the class, "plant" a newly sharpened pencil in an attractive box with soil. Ask students: a) Are the pencils growing: b) Have they ever grown in soil? c) Where do we get pencils? d) How long does it take to grow a tree? e) Discuss how a pencil comes from a tree and the many careers involved in this process.	43. Students will be able to name two occupations necessary for producing a given item from a raw material.
	44. Take a study trip to a farm, supermarket, etc. Observe various careers.	44. The student will name two careers on a farm or in a supermarket that assists in food production.
MP 21750 - Farm Animals MP 51250 - Poultry on the Farm MP 65425 - Uncle Jim's Dairy Farm MP 15650 - Dairy Farm Today MP 21800 - Farmer Don & the City MP 64650 - Truck Farm to Store	45. Blindfold a student and have various vegetables available. Allow the student to feel the vegetables. a) Try to identify it. b) Who grew these vegetables? c) How did they get to our dinner table?	45. The student will name two occupations necessary to get food to the dinner table.

Resources	Activities	Performance Objectives
MP 20400 - Everyone Helps in the Community	46. Think about the past (Pilgrims, etc.) How have the workers changed? Make a bulletin board of childrens' drawings which show how workers have changed.	46. The student will name two careers that have changed.
San Diego Contractors Assn...283-3271	47. Walk to a nearby construction site, observe the activity, talk to the workers.	47. After the study trip to a construction site, students will describe three types of human labor necessary for us to have shelter.
National Geographics See films for activity #37	48. Make a chart with different types of clothing worn during changes in seasons and weather. a) Collect pictures of how people dress (different workmen, different uniforms) in other parts of the world. b) Use pictures of different clothing and cards to name different occupations. c) Match the clothing with the occupation.	48. After a study of any culture the student will be able to explain the relationship between its careers, life style (housing, food, clothing, and its geographical location.
Career Pictures What I Want to be When I Grow Up, Carol Burnett	49. Trace the child's body on butcher paper. Cut out and decorate. Make the figure look like a worker the child has chosen--postman, nurse, dancer, artist,etc.	49. The student will be able to describe one worker's uniform.

La Mesa-Spring Valley Social Science Objective: Students will have a variety of instructional experiences leading to an understanding of various cultures of the United States and other nations.

Career Education Concepts: F (50,51) E (52)

Curriculum Considerations: Social Sciences, K-3 (2)

Resources	Activities	Performance Objectives
	50. "Lunch Around the World". Students within the class bring in a dish from a different country. a) Each child discusses what the dish is made from, where it comes from, etc. b) Discuss restaurant businesses with dishes from other countries. (Visit restaurant - speaker.)	50. The student will list three careers needed for different food types served in restaurants in their city. (i.e., Mexican, Italian, Chinese, etc.)
	51. Children draw pictures of the house in which they live. a) Using old periodicals, cut out pictures of other kinds of houses in which different people live. b) Invite parents who work in home construction to visit the class and describe their job and its importance.	51. Students will identify two different occupations necessary for construction of homes.
Study trip #8 - Cabrillo National Monument	52. Study trip to Cabrillo National Monument. a) Discuss careers found working there. b) Discuss career of Cabrillo. c) Where did Cabrillo come from and what was their culture like?	52. The student will list five careers found at Cabrillo Monument.

La Mesa-Spring Valley Social Science Objective: Students will have a variety of instructional experiences leading to the development of understandings related to the interdependence of individuals and groups.

Career Education Concepts: E (53,54,55,57,58) D (56) K (59,61,62) F (60,68,69) C (63,64,65,67)

Curriculum Considerations: Social Sciences, K-3 (2)

Resources	Activities	Performance Objectives
MP 72675 - Your Self Image MP 21515 - Families	53. "My Family and Me" book - Make a book showing similarities between the student and his family. Involve heredity characteristics as well as similarities in hobbies, interests, likes and dislikes, etc.	53. The student will list three characteristics and/or skills that are similar between the student and his or her family.
MP 22075 - Fathers: What They Do MP 44175 - Mothers: What They Do MP 26100 - Going to School is Your Job	54. Paint a family portrait - label each family member and give their occupation.	54. The student will be able to name their family members and their occupations.
MP 12525 - Christmas Customs Near and Far	55. Discuss a custom - have pictures of our customs - Christmas, Halloween, Easter, Valentine's Day. a) List activities students do during these customs. How do other countries celebrate their customs? Are their customs the same as ours? b) List and discuss jobs that exist due to customs/holidays; (i.e., halloween costumes, valentine card designing.)	55. The student will name two careers that exist during a specific holiday.

"Who Taught Me"

Description of Activity

Have children finish filling in blanks.

WHO TAUGHT ME

1.________________________taught me to tie my shoes.

2.________________________taught me to brush my teeth.

3.________________________taught me how to set the dinner table.

4.________________________taught me how to swim.

5. My father taught me how to __________________________.

6. My mother taught me how to __________________________.

7. My grandfather/grandmother taught me how to ____________.

8. Workers at a bank are taught to_______________________
________________by ____________________.

9. Workers at a grocery store are taught to _______________.

10. I can teach someone to ______________________________.

Resources	Activities	Performance Objectives
MP 21515 - Families DUSO I, The Best Way to Learn SRA I, Unit B	56. Have the children each draw a pictures of something they can do. a) On the back, have them put mother, father, sister, teacher, etc., whoever taught them. b) Child goes to the front of the class and asks others to guess who taught the activity. c) Discuss how job training usually involves learning to do something from someone else.	56. The student will name two things that he/she learned from someone else.
DUSO I, Fairfield Fire Department Unit III MP 46850 - Our Class Works Together MP 27407 - Guidance: Working With **Others** SRA II, Unit I	57. Discuss activities the student does with his parents and family, (church, sports events, hobbies, camping.) a) Name groups of people who do things together. (Police dept., fire dept., orchestra members). b) Draw or cut out pictures showing groups doing things together, i.e., school children, firefighters, a family on a picnic, etc. c) Classify careers according to working alone or with others. d) Assembly line: produce a greeting card, etc.	57. The student will be able to list two group activities (with family or others) and two careers that involve groups.
Copies of "Who Taught Me" worksheet (attached)	58. "Who Taught Me" worksheet attached. Have children fill in blanks.	58. The student will complete the "Who Taught Me" worksheet.

Resources	Activities	Performance Objectives
MP 21660 - Family: The Boy Who Lived Alone	59. Class Discussion: What are the things that your family cannot get along without? (Help the children discover three essentials that every family in the world needs; food, clothing and shelter.)	59. Students will be able to list the three most important needs (food, clothing and shelter.)
MP 68125 - We Make Choices Jelly Bean Company Filmstrips	* 60. Class Discussion: People who make useful things or who do useful work are producers, and people who use or consume things are consumers. a) Game of"Producer-Consumer" can be played. The teacher describes someone who is either a producer or a consumer. Students clap if the person is a producer, or rap their deck if he is a consumer. b) List careers that are producers. c) Use filmstrip and group discussions about: 1. demand for jelly beans equals more jobs. 2. more money needed to pay employees - need to sell more jelly beans. 3. decide who are producers or consumers in sale of jelly beans.	60. The student will demonstrate an understanding of the difference between producer and consumer by listing two examples of each.
MP 63975 - Tomatoes - From Seed to Table MP 06200 - Bakery Beat MP 23625 - Food Cannery MP 23675 - Food for the City:Produce MP 64650 - Truck Farm to Store	61. Divide the class into groups and have each group pick an item grown from seed, to follow its progress from a seed to the dinner table. Have them make a mural (on butcher paper) showing the process and people involved.	61. The student will be able to name four careers involved in getting a product to the dinner table.

Resources	Activities	Performance Objectives
MP 65100 - Tuna Fishing MP 04650 - Arctic Fisherman in World Trade MP 05950 - Autumn on the Farm MP 11485 - Cattleman, A Rancher's Story MP 21900 - The Farmer MP 64650 - Truck Farm to Store	62. Class discussion: Means of obtaining food and the careers involved: (hunting, fishing and growing).	62. The student will be able to name four careers involved in getting a product to the dinner table.
MP 18650 - Eat for Health MP 72550 - You and Your Food	63. Class discussion: Nutrition. a) Make a display board with four food groups. b) Role play a restaurant.	63. The student will be able to name the four food groups and name two restaurant careers.
MP 07550 - Behind the Scenes: Supermarket	64. Study trip to a supermarket. Discuss careers for a bulletin board.	64. The student will be able to list three careers in a supermarket.
MP 68050 - We Learn About the Telephone Pacific Telephone.....238-3420	65. Use the telephone directory. a) Have students find goods listed in the directory. b) Discuss what careers are involved in the use of the telephone. c) Have students role play an operator.	65. Students will be able to name 3 careers involved in the telephone company.
	66. Class discussion. Use wool or a picture of sheep; cotton (absorbent), leather, picture of a pig, horse, cow; a piece of rubber tire and make these statements: ...I have a career dressmaking from cotton.	66. Student will list three different animals from which we get clothing and three careers involved.

Resources	Activities	Performance Objectives
	...I wear old tires on my feet. ...Some people like to wear pigs. ...Many of you are wearing cows and horses. ...I have a career using pigs. Discuss from what and how we get most of our clothes.	
MP 62580 - The Teacher: A Community Helper	67. Role play a teacher: a) Discuss how teachers affect their students. b) Students interview their classroom teacher about the teacher's job.	67. The student will name two things a teacher does to help students.
School Safety Patrol	68. Class discussion: Why is there a safety patrol at school? a) What rules did they have to learn for their job? b) Have safety patrol kids visit class and speak about their job.	68. Students will identify three ways the safety patrol assists in maintaining safety and order in the school.
MP 07850 - Bicycle Rules of the Road MP 07900 - Bicycle Safety Skills MP 28850 - Holiday from Rules MP 31450 - I'm No Fool as a Pedestrian MP 31500 - I'm No Fool in Water MP 31600 - I'm No Fool with a Bicycle MP 31650 - I'm No Fool with Fire MP 46450 - One Little Indian MP 48750 - Patty Learns to Stop, Look & Listen	69. Bicycle safety. Highway Patrol or City Policeman talks about rules and laws for safety and their career.	69. Student will name two rules that are essential in keeping a community safe and name one career that enforces them.

Resources	Activities	Performance Objectives
MP 54185 - Rules, Laws and You		
MP 54600 - Safety Adventures Out of Doors		
MP 54710 - Safety Rules for School		
MP 60350 - Stop, Look and Think		
MP 50750 - Policeman Walt Learns His Job		
MP 50800 - Policeman		
MP 50850 - Policeman: Day & Night		
MP 12920 - Cities & Protection		

La Mesa-Spring Valley Social Science Objective: Students will have a variety of educational experiences which will promote group and interpersonal skills.

Career Education Concept: K (70, 71,72,73)

Curriculum Considerations: Social Sciences, K-3 (3)

Resources	Activities	Performance Objectives
	70. Children list everything they did yesterday, from when they arrived at school to when they left. a) Beside each activity they did by themselves have them put an X. b) Beside each activity involving other people have them put a star or O. c) Discuss why there are more stars than X's.	70. After completion of the activity, the student will explain orally one reason there are more activities involving working with others than working alone.
"The Day Charlie Did Not Come" Clifford Purcell (Available from Career Ed. office) MP 12920 - Cities & Protection MP 14250 - A Community Keeps House MP 29579 How Communication Helps the Community	71. Discussion: Hypothetical question, "What would happen if people who provide assistance were not there?" (i.e., child's mother). a) Read, "The Day Charlie Did Not Come" to class. b) Discuss what would happen if jobs were not done.	71. The student will list five services and careers provided for us in our community that we depend upon for our well-being.
MP 06200 - Bakery Beat MP 07550 - Behind the Scenes: Supermarket	72. Students list all the people involved in making lunch. (i.e., bread baker, grocer, farmer, etc.)	72. The student will be able to list at least ten careers involved in making a lunch.

Resources	Activities	Performance Objectives
	b) Discuss the question "What happens when a group goes on strike?"	
DUSO I - Captain Blooper's Cake Jeep Assembly Kit (available at Career Ed. Office)	73. Divide children into six groups. a) Make a production line to make a product. (An example could be valentines). b) The first group uses red paper with large valentines already printed on and cuts out valentines. c) Pass these to next group who cuts out white valentines and passes these and the red valentines to the next group which glues them together. d) Pass these to the next group which prints on "I Love You" etc. e) Pull out one group and have class discussion about what happens. What happens if one group is too slow?	73. The student will be able to tell the importance of each individual (or each job) in an assembly line production.

La Mesa-Spring Valley Social Science Objective: Students will have a variety of educational experiences aimed at helping students live in a modern world.

Career Education Concepts: E (74,75,76) G (77) H (78) C (79) K (80)

Curriculum Considerations: Social Sciences, K-3 (3)

Resources	Activities	Performance Objectives
MP 21450 - Fall Brings Changes MP 21535 - Families and Weather MP 59610 - Spring Comes to a Pond MP 59650 - Spring is a Season MP 59700 - Spring is an Adventure MP 61725 - Summer is for Growing MP 70500 - Winter Comes to the Forest MP 70550 - Winter is an Adventure	74. Class discussion: How do we adapt from one season to the other? a) Make a list of things we can do in the winter, that we cannot do in the summer. b) What jobs are affected by seasonal change? (example: would a man who sells firewood sell more in winter or summer?) c) List different ways in which these people are affected by environment: (lifeguard, farmer, ski instructor, fisherman, construction worker and student.)	74. Student will list four jobs that exist in a warm climate but could not exist in a cold climate.
MP 08940 - Boys & Girls: Alike and Different MP 72675 - Your Self Image MP 48990 - People	75. "Likeness and Differences" - a) List five ways in which we are all alike. (i.e., all have to eat; all can see, smell, etc.) b) List five ways we are different. (i.e., size, eye color, hair, etc.) Why can't we change these traits? (Physical)	75. Students will list five things about themselves they could change and five things they could not change.

Resources	Activities	Performance Objectives
	c) List five traits we can change (food we eat, language we speak, hobbies we like, etc.) - (Cultural traits.)	
MP 21535 - Families in Weather MP 21775 - Farm Family in Autumn	76. On the board list rain, heat, snow and wind. a) Under headings list ways in which we adapt to these environments, i.e., raincoats, boots, skis, snow chains for tires, flood control channels etc.) b) Ask how these environments affect job and job opportunities, i.e., ski instructor, tire salesman.	76. The student will give one example of a job that is affected by the environment.
Book: "What is a Worker" By Barbara Gaughen (Available from Career Ed. Office)	* 77. Class discussion: Work vs. worker. a) What is work? List examples. b) Who does work? What is a worker, occupation, job or career? c) Read book - discuss and answer questions	77. The student will give one example of work and name two different workers.
MP 34534 - Jobs in the City: Women at Work Free to be You and Me, Marlo Thomas	* 78. View film: Discuss and list careers women are now performing and were once only for men. Discuss stereotyping.	78. The student will write three careers that once only men were allowed to do but now women can perform.

Resources	Activities	Performance Objectives
McClellan Buick Inc. 7675 University Avenue....469-0104	79. Study trip to observe careers in parts department, especially mechanics and inventory careers.	79. The student will name four jobs performed by a mechanic.
See: Beyond Simulation by Dr. Marilyn Kourilsky (available from the Career Education Office) **Study trip #24 - La Mesa Post Office** **Study trip #23 - La Mesa Police Dept.**	80. Classroom mini-society: a) Study trip to post office, police station. b) Observe careers - discuss jobs c) How does police station or post office help us live in modern world?	80. The student will describe three duties of one postal employee or police person.
MP 46850 - Our Class Works Together		
Slides of mini-communities (available at Career Ed Office)		
MP 14275 - Community Services MP 34533 - Jobs in the City: Services		

La Mesa-Spring Valley Social Science Objective: Students will have a variety of educational experiences aimed at developing patriotic citizens who value selected characteristics of American society.

Career Education Concepts: K (81,82) C (83)

Curriculum Considerations: Social Sciences, K-3 (3)

Resources	Activities	Performance Objectives
MP 12920 - Cities and Protection MP 50750 - Policeman Walt Learns His Job MP 50800 - The Policeman MP 50850 - Policemen Day and Night	81. Class discussion: Why do we elect room presidents, vice presidents, door monitors, etc? (democracy) Using mimeographed ballots conduct a room election for duties.	81. The student will identify two reasons why it is efficient to have more than one person in charge of classroom duties.
MP 70127 - Why We Have Laws MP 70130 - Why We Have Taxes California Society of Certified Accountants (taxes)....234-5392 La Mesa Police Dept....469-6111 Highway Patrol..........296-6661 Sheriff's Dept..........236-3111 MP 28850 - Holiday from Rules	• 82. List laws in our community that we must obey. a) Why do we have these laws - who enforces them? b) Guest speaker - city police, highway patrol, sheriff, etc. Discuss laws which apply to children and some good aspects of these careers.	82. The student will list three occupations of people who help enforce our laws, and the importance of these occupations in our community.
Study Trip #11 - El Cajon Municipal Court	83. Visit a courtroom. Role play careers in a courtroom for an offense in the classroom. (i.e., shoving at the drinking fountain, stealing another child's pencil, etc.)	83. The student will name two skills necessary for an occupation in law.

La Mesa-Spring Valley Social Science Objective: Students will have a variety of instructional experiences leading to the development of understandings related to the interdependence of individuals and groups.

Career Education Concepts: K (84,86,87,88) F (85) I (89) E (90)

Curriculum Considerations: Social Sciences, K-3 (3)

Resources	Activities	Performance Objectives
MP 14437 - Conservation for Beginners MP 22700 - Fire Look Out MP 58275 - Soil - What it is and What it Does MP 67350 - Water for All Living Things State Div. of Forestry....442-0874 San Diego County Dept. of Agriculture............278-9200 "My Side of the Mountain" by Jean C. George	84. Natural resources - make a list of natural resources we use today. a) Next to this list, write the jobs and people involved in these resources. b) What resources would you take with you if you were moving to a place you knew nothing about? Rank them in order of necessity. c) Read story, "My Side of the Mountain."	84. The student will list two occupations related to natural resources.
Peabody Kit MP 68200 - We Want Goods & Services	85. Use pictures from Peabody Kit. Students separate people who produce goods and those who provide services.	85. The student will demonstrate an understanding of the difference between goods and services by listing five examples of each.
MP 14275 - Community Services MP 12920 - Cities & Protection MP 12900 - Cities & Communication Jelly Bean Company filmstrips	86. Divide children into groups; one with a picture of a fireman; another with a picture of a farmer and one with a picture of a policeman. Have them role play or list what services these people provide.	86. The student will identify the service provided to our community by a worker.

Resources	Activities	Performance Objectives
Consult school library for appropriate books.	87. Discuss: a) Indian jobs unique to a tribe (silversmith, weaver, pueblo builder, etc.) How did these jobs fill the needs of the Indians? b) Children select jobs to perform (pottery maker, home builder, etc.) and set up mini-Indian society. c) List job similiarities of past, present Indian culture to our way of life. Discuss differences and job changes.	87. The student will name four Indian culture careers.
	88. Class discussion: Goods and/or services we need that are not provided in our community.	88. The student will list four goods or services that are not provided in our community.
MP 38920 - The Lorax MP 41600 - Meaning of Conservation MP 01925 - Air Pollution, First Film MP 45300 - Nature's Half Acre MP 25375 - Garbage MP 64350 - The Tree MP 58425 - Solutions to Pollution MP 67950 - We Get Food from Plants and Animals	89. Class discussion: What happens to jobs when a resource is used up, or is in short supply? (ex. oil)	89. The student will be able to name one example of a job that is no longer needed due to a resource that was used up.
Jelly Bean Company (Filmstrips-cassettes) Jeep Assembly Kit (available at Career Ed. Office)	90. View filmstrips. Discuss implications of a small factory becoming larger because of demand for product. Which workers were interdependent, etc.?	90. The student will list three interdependent factory workers.

La Mesa-Spring Valley Social Science Objective: Students will have a variety of instructional experiences in order to develop research skills.

Career Education Concepts: F (92) K (91*)

Curriculum Considerations: Social Sciences, 4-6 (4)

Resources	Activities	Performance Objectives
MP 00650 - Acorns MP 04574 - Archeology MP 32600 - Indian Family of the California Desert MP 32700 - Indians of California, Pt. II, Food MP 32650 - Indians of California, Pt. I, Village Life MP 33810 - Ishi in Two Worlds Bancroft Ranch House..........469-1480 Tours - Old Indian Campgrounds Study trip #32 - **San Diego de Alcala Mission** **Text: Social Studies Level 4 pg.24 #4**	* 91. View films on Indians. a) Compare life style of Indians of today and Indians of the past. (Careers, community life, leisure activities, family and customs) b) Research Indians of the past. c) Guest speaker: Interview the director of the Museum of Natural History or interview a history professor from the University. Discuss their careers as a result of Indian study. d) Visit the mission and discuss the influence missionaries had on the Indians.	91. The student will describe three Indian careers.
	92. Using clay, twigs, rocks, leaves, etc. have student groups make scenes of early Indian life. a) Make a list of people whose job it is to investigate and record past civilizations, i.e. anthropologist, museum personnel, etc. b) Visit local museums.	92. The student will construct a diorama, discuss it with the class, and be able to name three occupations concerned with investigating or researching the past.

La Mesa-Spring Valley Social Science Objective: Students will have a variety of educational experiences aimed at helping students live in a modern world.

Career Education Concepts: F (93,94,97,98) I (95) E (96,101) C (99) K (100)

Resources	Activities	Performance Objectives
MP 54780 - San Diego - Where California Began MP 59276 - Spanish Explorers MP 68760 - Westward Movement MP 10600 - California's Golden Beginning MP 10150 - California Becomes a State MP 09800 - Bus Driver's Helpers MP 09850 - Buses that Serve the Community MP 64185 - Transportation by Bus Jelly Bean Company: Transportation	93. Class discussion: How far can you walk in one hour. Discuss early pioneer travel. a) Have students who have traveled into California from another state tell about their trip. Name careers seen along the way. b) Discuss how many different forms of transportation we have today and how many people they employ. c) Draw pictures of different models of transportation of the early immigrants to California - which careers are no longer in existence?	93. The student will list ten different forms of transportation and five transportation careers.
100 Ways to Enhance Self Concept in the Classroom - p. 52	94. Make a mural of the different flags that have flown over California with the dates under them. Under the flags, make a time-line showing important changes that took place in the history of California; discuss careers of flag makers today.	94. The student will be able to explain the changing flags of California and how these have affected careers.
MP 70130 - Why we Have Taxes: The Town that Had no Policeman	95. Discussion: Taxes. Why do our taxes go up, etc? Invite a tax consultant to visit the class to talk about taxes.	95. The student will describe orally three parts of the occupation of the tax consultant.

Resources	Activities	Performance Objectives
Jelly Bean Company Parts 1-6 Making & Selling Goods Conference phone **Jeep Assembly Kit (Available at Career Office)**	• 96. View filmstrips and discuss the content of each. a) Call truck or construction company on conference phone. b) Chart the development and growth of the Jelly Bean Company careers. 1. Discuss job interdependence. 2. Children select favorite job at Jelly Bean Company a) Can girls do whatever they like? Discuss sex typing. b) Discuss careers selected and why. c) Discuss assembly line workers and process involved in producing goods.	96. The student will write two careers necessary for company expansion.
MP 24355 - Freighter MP 27550 - Harbor Highlights MP 56850 - Ships in Harbor MP 62550 - The Tankship Port Authority..........291-3900 MP 69990 - Why Communities Trade Goods	97. Class discussion: What trade enters ports today? Why is it important? a) Plan a study trip to San Diego Harbor. b) Investigate jobs involved in bringing goods in and out of San Diego.	97. The student will list three products we import and three occupations involved.
Newspapers, old periodicals MP 15075 - The Cow MP 10300 - California Dairy Story MP 15650 - Dairy Farm Today MP 11485 - Cattleman: A Rancher's Story MP 43075 - Milk: From the Farm to You	98. Make a bulletin board with a cow in the middle. a) Have children make pictures or cut out pictures of articles that are made from cows. b) Discuss how many occupations are involved with just one animal. (dairyman, farmer, butcher, truck driver.)	98. The student will list five occupations connected with the cattle industry.

Resources	Activities	Performance Objectives
MP 68350 - Weather Scientists	99. Check local newspaper to see weather reports around the state. Set up class weather station. Discuss occupations involved in the reporting of weather. Stress education preparation.	99. The student will demonstrate knowledge of education required for the occupation of weather reporting.
MP 14275 - Community Services	100. List jobs of our community. a) Discuss what buildings are needed for these jobs. b) Students select buildings to be made from cardboard, paper, paint, etc.	100. The student will describe the appropriate building for a given career.

Resources	Activities	Performance Objectives
MP 38920 - The Lorax MP 68950 - What Do Ecologists Do? MP 02690 - American Farming: Yesterday and Today MP 02430 - Alone in My Lobster Boat MP 47550 - Outboard Fisherman, USA	101. Discuss how the environment affects how people live, what crops they grow, and how it affects their life style. (Food, clothing, shelter). a. List jobs that are directly related to the environment, i.e., farmer. b) Contrast Switzerland with California. 1. Compare climate, jobs, etc. 2. Make charts of advantages of both types of environment.	101. The student will list five jobs that are directly related to the environment.
California State Division of Forestry 442-0874	c) Draw costumes of people from Hawaii, Japan and Switzerland. Discuss careers involved with clothing industry.	

La Mesa-Spring Valley Social Science Objective: Students will have a variety of educational experiences leading to an understanding of the influence of technology on one's life.

Career Education Concepts: I (102, 103, 104, 105) F (106)

Curriculum Considerations: Social Sciences, 4-6 (4)

Resources	Activities	Performance Objectives
	102. Have students make a population growth chart of California from 1840 - 1974. Discuss reasons for rapid growth and how it affects employment.	102. The student will be able to describe orally how an increase in population growth can lead to unemployment.
MP 10600 - California Golden Beginnings MP 10650 - California and Gold MP 26150 - Gold and Gold Mining MP 26200 - Gold Rush Boy MP 38200 - Lincoln's Gold MP 68760 - Westward Movement - The Gold Rush	103. What jobs did the gold strike bring? Have students make a list of all the people who served the gold miners of 1849. (barbers, cooks, store clerks, lawyers, bankers, etc.	103. The student will list ten occupations which served the gold miners.
Map Center........291-3830	104. Make a large map of California. Discuss career of map maker. a) Cut out pictures of products and resources to pin to the map. (Resource map) b) Take study trips to visit where some of these resources are grown or made. c) Invite a speaker from one of these areas to visit the class.	104. Student will be able to list five resources of California and five occupations that are related to these resources.

Resources	Activities	Performance Objectives
Ralph S. Wilford Company 460-2880	105. Have students pick a stock in the stock market and follow its progress on a chart for thirty days. a) Discuss the stock market and the "Crash" of 1929. b) Invite an investment consultant in to visit the class.	105. The student will describe orally the stock market and how it affects our economy and employment.
Radish, carrot and squash seeds San Diego County Department of Agriculture...............278-9200 **MP 02690 - American Farming: Yesterday and Today** **MP 21900 - The Farmer**	106. Students plant a garden. a) Discuss the effects of heat and cold, lack of water (Dust Bowl, etc.) b) Discuss the risks and rewards of being a farmer today.	106. The student will list two risks and two rewards the farmer of today might have in his job.

La Mesa-Spring Valley Social Science Objective: Students will have a variety of instructional experiences leading to an understanding of various cultures of the United States and other nations.

Career Education Concepts: F (107) E (108)

Curriculum Considerations: Social Sciences, 4-6 (4)

Resources

Study Trip #8 - Cabrillo National Monument
MP 10450 - California's Dawn, Pt. I
MP 28790 - History of S. California Pt. I
MP 43420 - Missions of the Southwest
MP 54780 - San Diego - Where California Began
MP 59276 - The Spanish Explorers
MP 10500 - California Dawn, Pt. II-Missions
MP 28791 - History of California, Pt. II
MP 43400 - Mission Life
MP 52550 - Rancho Life
MP 43410 - Missions, Ranchos and Americas
MP 60850 - The Story of Old California
MP 59300 - Spanish Influences in the United States

Study Trip #34 - Old Town

Bancroft Ranch House............469-1480

Study Trip #32 - Mission San Diego de Alcala

Activities

107. Take a study trip to Cabrillo Point.

   a) Discuss what San Diego might have looked like when Cabrillo came into the bay.
   b) List those occupations which utilize San Diego Bay now.

* 108. Construct a mission from clay or papier mache, or use a picture of a mission.

   a) Have children make figures, animals or bring them in.
   b) Visit the San Diego de Alcala Mission and Old Town.
   c) Make foods eaten in missions, tortilla, refried beans, etc.
   d) List what articles and occupations the Spanish brought that we still see today. (Ex. Spanish tiled roofs, foods, wines, names of streets, cities, etc.)

Performance Objectives

107. The student will be able to list five occupations connected with the bay of San Diego.

108. The student will identify two present day occupations that were brought to us by the Spanish influence.

La Mesa-Spring Valley Social Science Objective: Students will have a variety of instructional experiences for developing the skills of reporting information.

Career Education Concepts: C (109) E (110)

Curriculum Considerations: Social Sciences, 4-6 (5)

Resources	Activities	Performance Objectives
MP 13950 - Communication and the Community MP 13050 - City Room Study Trip #45 - San Diego Union Tribune 101 Ways to Use the Newspaper in the Classroom by Ed Lamping (Available from Career Ed. office)	* 109. Class newspaper. Select a publisher, reporters, etc. a) Have the class write a newspaper as if they were living during the Revolutionary era. Include news, advertising, sports, etc. b) Visit the local newspaper plant to see their process. c) Use ideas from "101 Ways to Use Newspapers"	109. The student will name two skills necessary for good news reporting.
Popeye Career Comic Book (Transportation Cluster) American Airlines...........235-5468	110. Westward movement. a) Chart past workers who no longer are necessary. b) Chart modern day transportation careers. c) Interview stewardess, etc.	110. The student will name three careers that were involved with the westward movement.

La Mesa-Spring Valley Social Science Objective: Students will have a variety of educational experiences aimed at helping students live in a modern world.

Career Education Concepts: K (111) E (112,116,117,118) I (113,115) F (119) A (114)

Curriculum Considerations: Social Sciences, 4-6 (5)

Resources	Activities	Performance Objectives
C.P.A....................463-4575 MP 70130 - Why We Have Taxes: The Town that Had no Policeman	111. Make a collection of all the different kinds of taxes and tax stamps we have today. a) Compare reasons for taxing today with those of colonial times. b) Make a list of what our taxes pay for, and who collects them. c) Invite a tax consultant (possibly a parent) to talk about taxation today.	111. The student will be able to name three different products which have tax stamps.
MP 47550 - Outboard Fisherman, USA	112. Visit the Embarcadero (San Diego Bay). a) Observe the fishing fleets and talk with tuna fishermen. b) Discuss imports/exports and the interdependence of businesses, countries, etc.	112. The student will be able to list three problems the tuna fishermen of today face in their occupation.
MP 72050 - World War I - A Documentary on the Role of the U.S. MP 72150 - World War I - The Background MP 72100 - World War I - Building the Peace MP 72200 - World War I - The War Years MP 71250 - Woodrow Wilson	113. Class discussion: What are some of the positive aspects of war? (i.e., plastic surgery, development of air transportation, mass production, etc) a) Discuss these with the negative aspects, (i.e., poverty, hunger,	113. The student will list five jobs that may be needed as a result of war.

Resources	Activities	Performance Objectives
	disease, death, political disunity.) b)Investigate employment percents during war and before. c)What opportunities are in the military for jobs?	
	114. Discuss family backgrounds. a) Make a family tree. b) Under each name list the occupation the relative had. (occupational family tree)	114. The student will list four family members and their careers.
MP 35344 - Land of Immigrants MP 32880 - The Innocent Years, Pt.I "The Jungle" by Upton Sinclair Immigration and Naturalization Service.................293-6250	115. Read "The Jungle" to the class. a) Discuss working conditions of the immigrants. b) Investigate current immigration laws in the United States. c) Ask a member of the Immigration Department to talk to the class.	115. The student will relate how people's job opportunities are affected by immigration laws.
MP 12930 - Cities in Crisis - What's Happening MP 68950 - What Do Ecologists Do?	116. Discuss "Ecology" related careers. Make a mural with pictures of the endangered species drawn by the students.	116. The student will list three ecology related careers and their importance and effect upon wildlife.

Resources	Activities	Performance Objectives
Marshall's Office.......236-3810 Study Trip #11 - El Cajon Municapal Ct. MP 54750 - Salem Witch Trials San Diego County Bar Association 232-6739	117. Set up a mock witch trial. What kind of punishments were given and by whom? a) How do these trials compare with those of today? b) Visit a local courthouse. c) Discuss law careers.	117. The student will name two law related careers.
MP 63975 - Tomatoes: From Seed to Table MP 43075 - Milk: From Farm to You MP 64650 - Truck Farm to You	118. Make a list of careers required to get a head of lettuce from the farmer to the table. Discuss career of the middleman. a) Discuss hunger in Asia and jobs concerned. b) Economic crisis 1. List people whose jobs are in danger. 2. Discuss why economics, etc. are needed to handle problems.	118. The student will be able to name five different people involved in getting goods from the grower to us.
MP 450000 - National Parks-Our Heritage MP 72390 - Yosemite National Park MP 57700 - Skyline Hike Over Muir Trail MP 26600 - Grand Canyon California Fish and Game Department Telephone......................236-7311	119. Have students list different national parks they have visited and chart totals on a map of the National Parks of the United States. a) Investigate occupations in forestry; ranger, conservation, etc. b) Invite a member of the Fish and Game Department to discuss fish and game regulations and laws.	119. The students will be able to list 3 occupations (or give job descriptions) of people employed by our National Parks.

La Mesa-Spring Valley Social Science Objective: Students will have a variety of educational experiences aimed at developing patriotic citizens who value selected characteristics of American society.

Career Education Concepts: E (120) G (121)

Curriculum Considerations: Social Sciences, 4-6 (5)

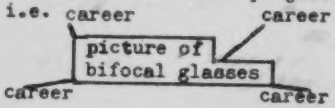
Resources	Activities	Performance Objectives
MP 27200 - The Great Rights MP 35650 - Launching the New Government 1789-1800 MP 65700 - U.S. Congress: Of, By, and For the People	120. Have the classroom write their own constitution, form their own branches of government, set up their own laws and rules. a) Compare this with our national government. b) Ask a lawyer or politician to visit your class to speak on government and the laws. c) From a newspaper, have students cut out articles about people involved in the different branches of government. d) Discuss career of president and do research on child's favorite president. e) Elect student class officers. f) Discuss the responsibilities of cities seeking changes and how changes occur in government.	120. The student will be able to list three guaranteed rights under our constitution and name the three different branches of government. (Legislative, Executive, Judiciary.)
MP 28812 - History of the Negro in America, Pt. II MP 08550 - Black History: Lost, Stolen or Strayed	g) Discuss the Fourteenth Amendment of the Constitution and its effect on minority groups. Discuss how racial prejudice affects job opportunities for minority groups, and ways in which these prejudices can be lessened.	

Resources	Activities	Performance Objectives
	* 121. Famous People Race - a) Winner: Child who writes the longest list of famous people. b) Identify careers of names on the list.	121. The student will give an example of how an individual characteristic may influence job opportunities.

La Mesa-Spring Valley Social Science Objective: Students will have a variety of educational experiences leading to an understanding of the influence of technology on one's life.

Career Education Concepts: I (122,123,124,125,126,127,128,129,130,131,132,133,134,136) E (135)

Curriculum Considerations: Social Sciences, 4-6 (5)

Resources	Activities	Performance Objectives
MP 07605 - Benjamin Franklin, Scientist Statesman, Scholar and Sage	122. Class discussion: Benjamin Franklin and his inventions. a) List which inventions are still used. (bifocal glasses, lightning rods, etc.) b) Discuss careers that came into being as a result of inventions. c) Class bulletin board project idea: i.e.  career career picture of bifocal glasses career career	122. The student will list four inventions of Benjamin Franklin.
MP 51850 - Progress on Trial MP 19750 - Eli Whitney Invents the Cotton Gin MP 33576 - Inventions in American Growth, Pt. I MP 33575 - Inventions in American Growth, Pt. II Museum of Natural History...232-9146	* 123. Discussion - everything we use is an invention (shirts, ships, etc.) a) Draw a picture of an American invention and learn about the inventor. b) How has it affected us? c) Discuss careers affected by inventions. d) Discuss what we would do today if we invented something. How would we get a patent on it? e) Make a time-line of inventions.	123. The student will list one major invention and its effect upon society today.

Resources	Activities	Performance Objectives
MP 02690 - American Farming-Yesterday and Today	124. Discuss how the farming industry of early 1900's compares with today. a) What percentage of the population was farmers then - today? b) Discuss the question, "Why are most schools closed for three months during the summer?" c) Make a mural depicting the farmer of today, his job, and how it affects us all.	124. The student will list three reasons why there are fewer farmers today than fifty years ago.
Jeep Assembly Kit (available from Career Ed Office)	125. Develop a product in class that can be produced through the use of a production line, (i.e., Christmas cards, etc.) a) Discuss the advantages and disadvantages of mass production. b) Visit a business that has a production line assembly. c) Use toy truck kits to demonstrate the dynamics of an assembly line.	125. The student will predict problems created when a particular segment of a production line stops functioning.
	126. Make a mural showing the process of producing lumber from tree to... List all the products we get from trees and the people involved in the process.	126. The student will list five people involved in producing products from trees.

Resources	Activities	Performance Objectives
MP 11150 - Candle Making Revised MP 08560 - Black History; Lost, Stolen or Strayed MP 45375 - The Loom MP 59430 - Spinning Wheel MP 49090 - People Who Make Things	127. Discuss what jobs today require apprentices to become craftsmen of a trade. a) List people today who work with crafts and during colonial times. b) invite a speaker to discuss the apprentice program.	127. The student will list four trades which require apprenticeships.
Butter churn - belonging to the District Golden Arrow Dairy.........442-6156	128. Make butter. a) Discuss how butter is made today. b) Visit a dairy to see process.	128. The student will name one way butter preparation has been modernized by technology and one career this has eliminated.
	129. Make hand-dipped candles. Visit a candle-maker or invite one to visit the classroom.	129. The student will compare the old and new process of candle making.
	130. Visit a textile mill, note changes in worker's roles. Do research on clothing industry.	130. The student will orally compare role of textile workers in the past with present day textile workers.
MP 54850 - Santa Fe and the Trail MP 12200 - Children of the Wagon Trail MP 36955 - Lewis and Clark Journey MP 15900 - David Webster MP 68760 - Westward Movement-The Gold Rush MP 10050 - California and Gold MP 50900 - Pony Express MP 50905 - Pony Express (Third Ed.) MP 46650 - Oregon Trail, The MP 14000 - Communications Westward MP 59850 - Age of the Mountain Men	131. Role play a wagon master, plan a trip across the Oregon Trail starting at St. Louis. a) Decide what items of necessity you would take. b) Decide what trades people need to live in a new land, i.e., cobbler, blacksmith, rancher, farmer, etc.	131. The student will be able to name five different trades or occupations of people in the past that would no longer be needed today.

Resources	Activities	Performance Objectives
MP 06200 - Bakery Beat	132. Make sourdough bread. Visit a bakery to see how bread is made.	132. The student will be able to describe five different tasks of a baker.
MP 13950 - Communication and the Community	133. Have students make a telegraph. (Worksheet attached.) Discuss what other forms of communication have grown out of the telegraph.	133. The student will name two jobs that exist due to technological advances in communications.
MP 62430 - Tahtonka - Plains Indians Buffalo	134. Discuss how the buffalo almost became extinct and the effect it had on the Indian. a) Make a list of other animals on the endangered species list and discuss. b) Discuss why men became buffalo hunters. c) Discuss what happens to a job or career when the product can no longer be supplied.	134. The student will name one career that does not exist today due to a short ~~supply~~ supply of a material.
MP 13925 - Communication - 20th Century Film, tapes	135. Produce an 8 mm film or radio broadcast dealing with the news of the day. a) Discuss the effect the radio plays in each of our lives. b) List services the radio gives us. c) Bring in a 5-band radio and have students listen to the weather station, police reports, etc. d) Discuss the people who work in communication, how information affects our lives.	135. The student will name ten communications occupations that exist due to advances in communications technology over the past fifty years.

HOW TO MAKE A SIMPLE TELEGRAPH

Materials Needed

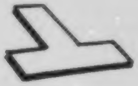
(a)

Flat piece of wood

(b)

Block of Wood

(c)



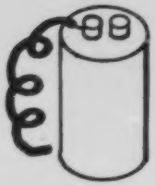
Tee shaped piece of iron (from a tin can)

(d)

2 nails

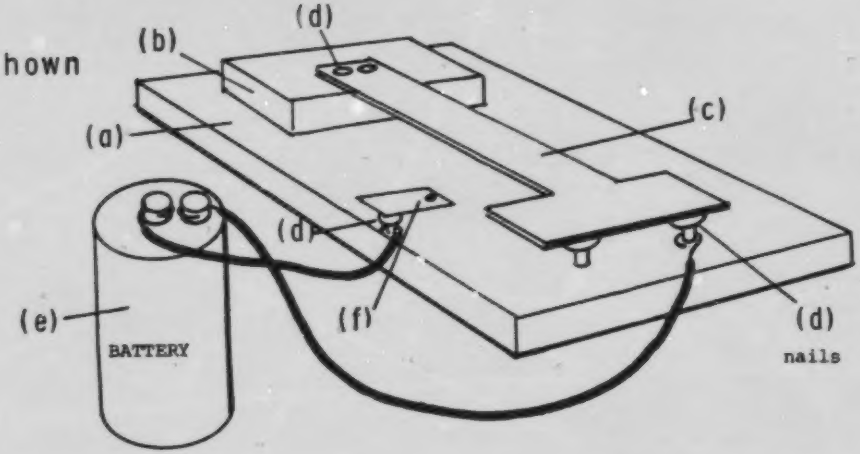
2 thumbtacks

(e)



A battery and insulated wire

Assemble as Shown



(f)

A flexible piece of brass or copper

Brass or copper strip is the key. When the free end is touched against lower thumbtack, currant slows to nail magnets. Iron tee is pulled down, making a "click"! Release key and tee springs up again

Resources	Activities	Performance Objectives
	e) Ask a news reporter (paper, radio or TV) to come and talk to the class and/or visit a newsroom.	
	136. Discuss what uses atomic energy has played in peaceful areas. What occupations utilize atomic energy?	136. The student will name two occupations associated with atomic energy.

La Mesa-Spring Valley Social Science Objective: Students will have a variety of instructional experiences leading to an understanding of various cultures of the United States and other nations.

Career Education Concepts: E (137) C (138) F (139)

Curriculum Considerations: Social Sciences, 4-6 (5)

Resources	Activities	Performance Objectives
Museum of Man.................234-5151 MP 02765 - American Indians Before European Settlement MP 03050 - Ancient New World MP 32550 - Indian Family of Long Ago: Buffalo Hunter MP 08000 - Big Medicine MP 32450 - Indian Ceremonials MP 32500 - Indian Dances MP 32775 - Indians of the Plains: Present Day Life MP 62430 - Tahtonka: Plains Indians Buffalo Cult MP 32700 - Indians of California Part II Food MP 52050 - Pueblo Indian Pottery MP 52000 - Pueblo Boy MP 29050 - Hopi Indian Arts and Crafts MP 05350 - Arts and Crafts of Southwest Indians MP 36040 - Legend of the Magic Knives Shoe boxes, clay, glue, paint Macrame, seed pods, needle, carpet thread 5 gal. ice cream containers, chipboard, popsicle sticks	137. Use macrame and/or seed pods, make Indian type jewelry. Discuss the market for Indian jewelry today.	137. The student will be able to show career knowledge of past civilization by performing two arts related to that civilization.
	138. Using five-gallon ice cream containers, have class construct a totem pole. Discuss skills that are necessary in construction.	138. The student will be able to show career knowledge of past civilization by performing two arts related to that civilization.
	139. Divide class into several groups. a) One group reconstructs a village scene of the northern Indians (Iroquois) using sticks, popsicle sticks, toothpicks, etc. b) Another group reconstructs a village of the Pueblo Indians using clay or papier mache to represent adobe. c) Another group can make an Aztec city complete with pyramids from clay. d) Discuss how today these people would be carpenters, brick layers, masons, etc.	139. The student will show a knowledge of shelter for a specific civilization by comparing two civilizations' type of shelter to the natural resources of that particular civilization's area.

La Mesa-Spring Valley Social Science Objective: Students will have a variety of instructional experiences leading to the development of understandings related to the interdependence of individuals and groups.

Career Education Concepts: E (140) K (141)

Curriculum Considerations: Social Sciences, 4-6 (5)

Resources	Activities	Performance Objectives
MP 60650 - Story of Christopher Columbus MP 10450 - California's Dawn, Pt. I The Spanish Explorers MP 59275 - The Spanish Explorers MP 2000 - English Influence in the U.S. MP 24300 - France in the New World-Colonial Life MP 66300 - The Vikings and Their Explorations MP 66350 - The Vikings - Life and Conquests MP 07475 - Beginnings of Exploration MP 59276 - The Spanish Explorers MP 27100 - Great Lakes, the St. Lawrence Lowland MP 04345 - Apollo 9 : The Space Duet of Gumdrop and Spider	140. Write and present a play depicting the adventures of early explorers. a) Discuss what a career of an explorer would have been like, what trades would he have to know? b) What type of explorers do we have today? c) Role play explorer careers. Divide class into three exploring ships. Race progresses as the crew of each ship answers questions related to early explorers. d) Discuss why the Vikings took to the sea. (poor farming, etc.)	140. The student will name three duties of modern day "explorers."
See: Beyond Simulation by Dr. Marilyn Kourilsky (available from the Career Education Office)	141. Develop a model city with as many economic factors as the class can think of, i.e., industry, agriculture, monetary system, government, etc. (mini-economy)	141. The student will be able to relate the impact of one occupation in a society on other occupations.

La Mesa-Spring Valley Social Science Objective: Students will have a variety of educational experiences aimed at helping students live in a modern world.

Career Education Concepts: A (142) H (143) I (144)

Curriculum Considerations: Social Sciences, 4-6 (6)

Resources	Activities	Performance Objectives
SRA Focus on Self Development Stage II, Units H,B MP 48990 - People MP 49025 - People Are Alike & Different San Diego State Anthropology Dept. 286-5527	142. Self-awareness: a) Make a list of how each class member is alike. b) Make another list of how each of them are different. c) Ask an anthropologist from a local college to speak to the class about his job. d) List the different racial groups within your class or community. e) Have students make a list of their different cultural traits. Next to these have them list how another group might be different. (i.e., eat with a fork, eat with chopsticks)	142. The student will be able to list 6 ways in which they are similar and six ways in which they differ from other people.
	143. Social and job mobility: Have students find out how many different roles their parents have had and the reasons for change.	143. The student will name five reasons a person might have to change jobs.

Resources	Activities	Performance Objectives
Dept. of Public Health......236-2705 Air Pollution and Control...236-2253 Pollution Report (on tape)..235-4174 Ecology Center, El Cajon....280-4820 Systems Ecology (Cal. State University).....582-1551 MP 14200 - A Community Keeps Healthy MP 68950 - What Do Ecologists Do?	144. Pollution: Invite someone from the Health Dept., Environmental Control, or any branch or government agency involved in pollution to visit your class.	144. The student will give five examples of pollution in their neighborhood, and offer solutions to the problem.

La Mesa-Spring Valley Social Science Objective: Students will have a variety of educational experiences aimed at developing patriotic citizens who value selected characteristics of American society.

Career Education Concepts: E K (145)

Curriculum Considerations: Social Sciences, 4-6 (6)

Resources	Activities	Performance Objectives
San Diego Bar Assoc....... 232-1419 San Diego County Court House..................... 236-3838 San Diego County District Attorney........... 442-0687 MP 34980 - Justice, Liberty and Law MP 29290 - How a Bill Becomes a Law MP 36043 - Legislative Politics MP 52200 - Quest for Freedom MP 34980 - Justice, Liberty and Law MP 47415 - Our State Government MP 65700 - U.S. Congress: Of, By and For the People MP 29290 - How a Bill Becomes a Law MP 65750 - United States Elections-How we Vote City Council Offices......236-6440 County of San Diego Program Development Agency........236-2722	* 145. List political jobs in our society. a) Discuss how each of us has the opportunity to serve in a political job. b) Write letters to assemblymen, congressmen, or president. c) Discuss how our system allows each person to have a say in the government. d) Visit a court and talk with judges, lawyers, clerks, etc. e) Ask a lawyer to discuss our government and how laws affect us. f) Organize a school student body and hold elections.	145. The student will be able to list five political jobs in our society and how they serve us.

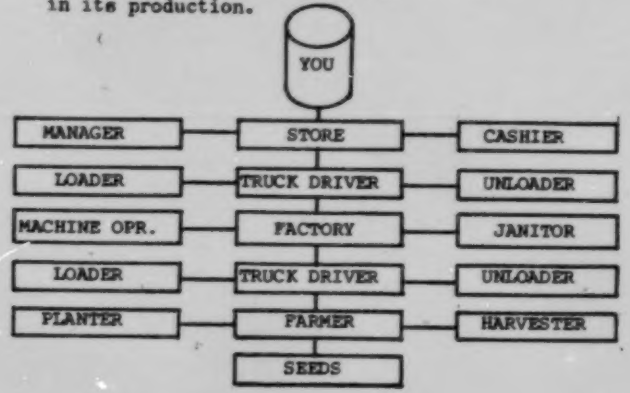
La Mesa-Spring Valley Social Science Objective: Students will have a variety of educational experiences leading to an understanding of the influence of technology on one's life.

Career Education Concept: I (146)

Curriculum Considerations: Social Sciences, 4-6 (6)

Resources	Activities	Performance Objectives
MP 70010 - Why Do You Buy?	• 146. Advertise a make believe cereal product. a) Discuss methods of advertisement to sell the product, i.e. baseball trading cards inside, etc. b) Ask a speaker to discuss advertising as a career.	146. Using a magazine, the student will be able to categorize advertisements appealing to age and to sex.
MP 13525 - Clothing: A Pair of Blue Jeans MP 45377 - The New Bicycle	c) Students bring a can of food to school and chart jobs involved in its production.	

Campbell's
SOUP


YOU
MANAGER
STORE
CASHIER
LOADER
TRUCK DRIVER
UNLOADER
MACHINE OPR.
FACTORY
JANITOR
LOADER
TRUCK DRIVER
UNLOADER
PLANTER
FARMER
HARVESTER
SEEDS

La Mesa-Spring Valley Social Science Objective: Students will have a variety of instructional experiences leading to the development of understandings related to the interdependence of individuals and groups.

Career Education Concepts: K (147,152) G (148) F (149,150,151)

Curriculum Considerations: Social Sciences, 4-6 (6)

Resources	Activities	Performance Objectives
MP 70130 - Why We Have Taxes: The Town That Had no Policeman	147. Discuss occupations whose salaries are paid through our taxes.	**147. The student will list five services which are paid for through our taxes.**
Jeep Assembly Kit (Available from Career Ed Office)	148. Discuss pride in workmanship and how it would differ between a person on an assembly line and a person who produces the entire goods.	**148. The student will identify one reward of working alone versus one reward of working on an assembly line.**
MP 68200 - We Want Goods & Services MP 34533 - Jobs in the City: Services **Jelly Bean Company Filmstrips**	• 149. To distinguish the difference between services and goods, have the children list as many jobs as they can on paper in five minutes. a) After each one, have them put S for service and G if the job provides goods. b) Discuss differences and importance of these jobs.	**149. The student will be able to classify five jobs according to whether they fall under a "goods" or "services" category.**
MP 43885 - More Power for the Job	150. Make a collage of jobs or services that are related, i.e, sports; pictures of baseball, football, or other sports cut from newspapers or magazines.	**150. The student will be able to name at least three specific jobs within a given job category.**

Resources	Activities	Performance Objectives
See films for activity #149.	151. Play "What's My Job?" Have one student go to the front of the class and give one clue - a service or a good. This game is a take-off from "What's My Line?"	151. The student will be able to classify five jobs according to whether they fall under a "goods" or "services" category.
See: Beyond Simulation by Dr. Marilyn Kourilsky (Available from Career Education office) MP 29575 - How Communication Helps the Community	152. Mini Community: a) Decide on necessary careers needed in a community. b) Interview people in occupations. c) Run a mini-society (plan for businesses, barter for advertising space, rental, sale of home, office space, job pay, property rights, etc.)	152. The student will describe the interdependence for three given community careers.

La Mesa-Spring Valley Social Science Objectives: Students will have a variety of educational experiences aimed at helping students live in a modern world.

Career Education Concepts: F(153,156) C (154,155,158,160) K (157,159)

Curriculum Considerations: Social Sciences, 7-8 (7)

Resources	Activities	Performance Objectives
S.D.S.U. Geography Dept....286-5437 Anthropology......286-5527 Geology ....286-5586 Ecology...........286-5504 MP 68950 - What Do Ecologists Do? San Diego County Department of Agriculture......278-9200	* 153. Discuss the various careers that involve man's relationship to his environment. (Geographer, Anthropologist, Geologist, Ecologist, Conservationist, etc.)	153. The student will list five careers involved with man's relationship with his environment.
	* 154. Committee of students reenact Cronkite news show. a) Do research on current status of Arab-Israel relations. b) One student can give straight news-Cronkite. c) One student will give editorial-Severeid. d) Other correspondents can be on the spot reporters.	154. The student will name two skills that are important in good news reporting.
MP 11900 - The Charter (United Nations)	* 155. Simulate the U.N. a) Each student will discuss problem based on the country they represent. b) Discuss the job of the diplomat.	155. The student will discuss two skills needed by a good diplomat.

Resources	Activities	Performance Objectives
	*156. Have student or students write to the Peace Corps. a) Ask for information about requirements for joining the Corps, what skills are needed, etc. b) Invite a speaker to visit the class to discuss the Peace Corps.	156. Student will name ten different kinds of jobs found in the Peace Corps.
Study Trip #3i - Old Globe Theatre	157. Visit Old Globe in Balboa Park. a) See special student productions of Shakespeare's plays. (Hamlet, Macbeth recommended - easily rewritten.) b) Students can be costumers, directors, scenery painters, etc. for class produced plays.	157. The student will name five jobs that are necessary in theater productions.
MP 43725 - Money: In & Out of the Bank MP 33925 - It's All Mine MP 60900 - Story of our Money System Study trip #5 - Bank of America Checking Account unit (available from Career Ed Office)	158. Discuss various banks and the services they provide. a) Set up a hypothetical bank. Role play bank employees. b) Have students simulate various banking transactions: borrowing, saving, checking accounts, loans, etc.	158. The student will name two skills learned in school that are needed by people involved in banking occupations.

Resources	Activities	Performance Objectives
MP 36043 - Legislative Politics MP 34980 - Justice, Liberty and Law MP 46900 - Our Community Study Trip #16 - La Mesa City Hall Conference phone	159. Visit city government or make a conference phone call. a) Interview the city manager, police chief, city engineer, planner, etc. b) Determine education needed, job qualifications, duties, etc. c) On return to class, develop a city - plan streets, parks, housing areas, etc. Students assume roles of city officials.	159. The student will name five occupations upon which the existence of city government depends.
MP 44475 - Mrs. Peabody's Beach	160. Economic Book Fair: Students bring in old books to sell. Profits discussed and used in some class related business venture.	160. The student will describe two considerations necessary for business experiences.

La Mesa-Spring Valley Social Science Objectives: Students will have a variety of instructional experiences leading to an understanding of various cultures of the United States and other nations.

Career Education Concepts: C (161, 162) I (163)

Curriculum Considerations: Social Sciences, 7-8 (7)

Resources	Activities	Performance Objectives
Travel-Mexican Travel & Tours...............234-6355 La Mesa Travel Agency..469-4167 Automobile Club of America 469-4167	* 161. Guest speaker: Travel Agent. Role play travel agents. a) Select a country to advertise. b) Make poster, ads. c) Plan tour listing sites of interest to visit.	161. The student will name two skills needed by a travel agent.
S.D.S.U. Archeology Dept...286-6520 MP 04575 - Archeology MP 21060 - Extinction: A Lesson from the Past MP 04573 - Archeology: Pursuit of Man's Past	162. Visit Museum of Man. a) Research and discuss archeology as a profession. b) Visit one of the local "digs" and have archeologist explain occupation.	162. The student will identify orally three ways that our knowledge of past civilizations has been increased through archeologists.
Study Trip #4 - Bancroft Ranch House	163. Comparative study of cultural backgrounds (i.e. Hittite, Phoenicians, Hebrews, and modern man) a) Discuss careers in government. b) Discuss historians, craftsmen, politicians and relate their development to current careers.	163. The student will name five past careers and the current career equivalent.

La Mesa-Spring Valley Social Science Objective: Students will have a variety of instructional experiences leading to the development of understandings related to the interdependence of individuals and groups.

Career Education Concepts: I (164,166) C (165)

Curriculum Considerations: Social Sciences, 7-8 (7)

Resources	Activities	Performance Objectives
MP 02690 - American Farming Yesterday and Today MP 23752 - Food from the Desert MP 40436 - Map of California-Agricultural Uses	* 164. Research the problem of the dwindling food supply and the importance of the farmer. a) Research the role of agriculturist who is investigating means of improving food strains, fertilizers, etc. b) Survey work involved with these careers and the effect they have on agriculture: 1. social conservationists 2. agricultural economists 3. " engineers 4. plant scientists, etc. c) Guest speaker: Local farmer Compare costs of running the farm ten years ago and today. c) Compile a list of labor saving machines that can be used on the farm today.	164. The student will identify two food related occupations that are necessary as a result of a growing population in our society.

Resources	Activities	Performance Objectives
San Diego Carpenter's Union 233-7956	* 165. Have students research present day structure of craft unions and compare to crafts of medieval times. a) Speaker from the carpenters union. b) Set up medieval craft guilds and produce articles for a show or sale of crafts. c) Decorate booths with banners, pennants depicting crafts--Medieval Fair.	165. The student will list three craft unions in the city in which they live.
MP 42845 - Middle East	* 166. Middle East - discuss: a) Medical careers. b) Oil monies, geography, working conditions, etc. c) Changing political climate, attitudes. d) Technology vs. careers.	166. The student will name two careers found in the Middle East.

-La Mesa-Spring Valley Social Science Objective: Students will have a variety of educational experiences aimed at helping students live in a modern world.

Career Education Concepts: F (167,174) C (168) E I (169,172,173,175,176)

Curriculum Considerations: Social Sciences, 7-8 (8)

Resources	Activities	Performance Objectives
Bancroft Ranch House......469-1480 S.D.S.U...................286-5507 Museum of Man.............234-5151 MP 51455 - Prehistoric Animals of the Tar Pits (Paleontology) MP 04575 - Archaeology: Pursuit of Man's Past	167. Discuss the meaning of history, and what part archeologists, paleontologists, anthropologists, play in our discovery of past civilizations. Ask a speaker from one of these groups to discuss his job.	167. After listening to a guest speaker, student will list four major opinions and/or points made by the speaker.
S.D.County Department of Agriculture...............278-9200 MP 6269- - American Farming-Yesterday and Today MP 39925 - Irrigation - Making the Desert Green MP 68350 - Weather Scientists	168. Discuss how rainfall and agriculture coincide. a) Make a rain gauge and chart the rainfall. b) Cut out articles from the newspaper on acts of nature that hinder man. (floods, fires, etc.)	168. Through use of local newspaper, the student will identify current weather status and relate its effect upon the area's careers.
MP 65860 - The Universe, Flight to the Stars MP 30850 - How We Explore Space MP 34575 - The John Glenn Story MP 11650 - Challenge of the Oceans MP 16550 - The Deep Frontier MP 04345 - Apollo 9: Space Duet of Gumdrop and Spider Map Center.......291-3830	* 169. Discuss how the explorers of the past compare to explorers of today. a) What land are we exploring today and why? b) Interview a cartographer (mapmaker) on the conference phone over the following areas: 1. A cartographer's aids (airplane, camera, etc.)	169. The student will be able to list three modern day explorations and careers involved.

Resources	Activities	Performance Objectives
	2. Types of maps drawn. 3. Needs a cartographer satisfies.	
MP 43885 - More Power for the Job	* 170. Have each student pick or list an occupation he or she is interested in. a) Have them find out what training, schooling, apprenticeship or other qualifications are necessary for that profession. b) Was it in existence twenty years ago and predict if it will be twenty years hence. c) Look at population growth to the year 2,000. 1. what kind of jobs will come in the future. 2. who will have these jobs? 3. research prediction careers twenty years hence.	170. The student will list five facts about the occupations they researched.
Occupational Outlook Handbook	171. Play "What's My Occupation" where students have ten chances to find out the occupation a person has picked. (similar to "What's My Line")	171. The student will identify ten different occupations in our society.
El Cajon Valley Hospital... 440-1122 Sharp Memorial Hospital.... 227-6121 MP 34535 - Jobs in the City: Medical and Health	172. Have students list the important scientific discoveries and advances in medicine which were made during the 1950's and 1960's. List scientific and medical careers we utilize for maintaining food and health.	172. The student will list five scientific and five medical careers that have been created since 1900.

Resources	Activities	Performance Objectives
	* 173. Name five new industries that have started since World War II. Discuss how the growth of industry adds to a nation's wealth.	173. The student will be able to describe by three examples the impact of modern technology on the individual, family, community and world.
San Diego Federal Savings & Loan 238-1885	* 174. Review the facts of installment buying, including carrying charges and interest. a) Using newspapers and/or magazines, have students compute cost of items on installment buying as compared to cash purchases. b) Discuss which occupations are involved in credit buying.	174. The student will list three different job opportunities involved in the "credit department" area.
MP 55800 - The Second World War - The Triumph MP 55700 - The Second World War - The Allied Victory MP 55750 - The Second World War - Prelude to Conflict	* 175. List the ways in which a major war helps the economy of a country. What effect does a war have on jobs and job opportunity?	175. The student will list ten jobs created by war and defense spending.
MP 32275 - India and Her Food Problem	* 176. Compare the size of Asian countries like India and China to the size of the U.S. a) Compare difference in population. b) Discuss living standards in countries of large populations. c) What effect would a large population have upon the U.S.? d) Discuss job opportunities where there is a large population.	176. The student will list five ways in which overpopulation affects job opportunities.

La Mesa-Spring Valley Social Science Objective: Students will have a variety of educational experiences leading to an understanding of the influence of technology on one's life.

Career Education Concepts: K (177,181) I (178,180) E (179)

Curriculum Considerations: Social Sciences, 7-8 (8)

Resources	Activities	Performance Objectives
	177. Discuss how the importance of producing one's own goods adds to a nation's wealth. a) List goods we import - why? b) What goods do we export? c) Discuss importance of trade.	177. The student will list five goods we import and the reason why we do not produce these goods ourselves.
	* 178. Discuss how manufacturing creates and takes away jobs. (Example: the cotton gin did the work of fifty people, but created a need for more textile mills.)	178. The student will give two examples of how new inventions did away with certain jobs but created new ones.
MP 08850 - Bounty of the Forest MP 10100 - California and its Natural Resources MP 14442 - Conserving our Natural Resources MP 14440 - Conserving our Mineral Resources MP 38920 - The Lorax MP 68950 - What Do Ecologists Do?	* 179. Give examples of resources and their exploitation. a) Discuss what steps could be taken to conserve each resource while still allowing it to be used. b) List groups of people in our society today who are working for conservation. c) Discuss how immediate financial gain can get in the way of conservation. d) List conflicting values that are	179. The student will list ten examples of resources and their exploitation.

Resources	Activities	Performance Objectives
	on opposite ends of the conservation problem. (i.e. making easy money, maintaining oil for the future.)	

La Mesa-Spring Valley Social Science Objective: Students will have a variety of educational experiences leading to an understanding of the influence of technology on one's life.

Career Education Concepts: I (180) K (181)

Curriculum Considerations: Social Sciences, 7-8 (8)

Resources	Activities	Performance Objectives
	180. Discuss what happens to the economy when we sell our surplus goods to other countries. a) Why would the government pay a farmer not to produce goods? b) Why have most Americans moved from farms?	180. Given appropriate resource materials, the student will graph the ratio of farm workers to farm acreage past and present.
	181. Class discussion: Great Depression and its effect upon people. a) Discuss inflation, recession, etc. and the problem we face today in our economy. b) Ask students to list ways in which our economy might become more stable. c) Show the chain reaction in a mini-economy if one person loses a job and cannot support other people who sell services and products.	181. The student will list five ways in which individuals can help slow down inflation.

La Mesa-Spring Valley Social Science Objective: Students will have a variety of instructional experiences leading to an understanding of various cultures of the United States and other nations.

Career Education Concept: K (182)

Curriculum Considerations: Social Sciences, 7-8 (8)

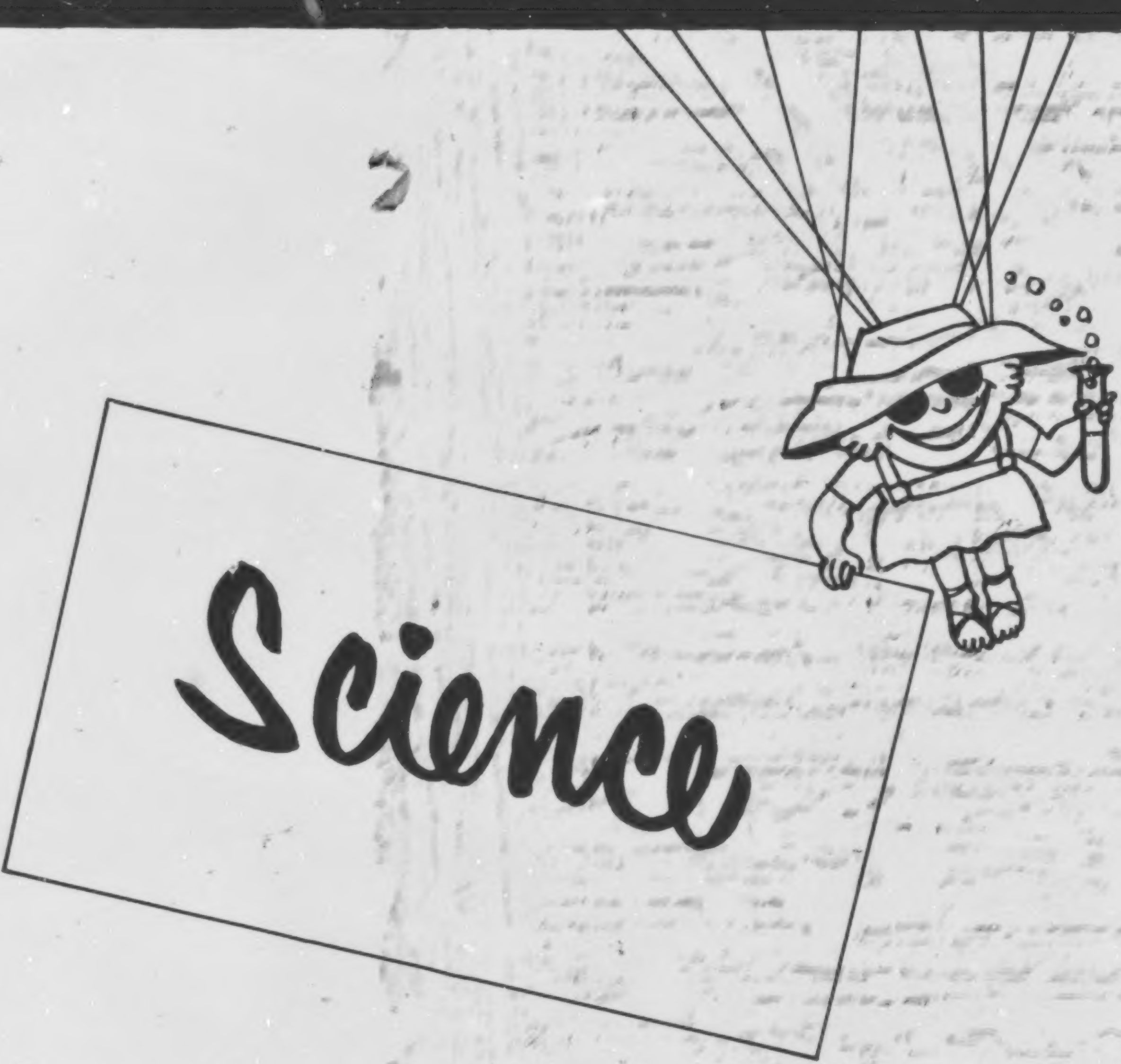
Resources	Activities	Performance Objectives
MP 49790 - Pilgrim Adventure MP 61160 - Story of the Pilgrims, Pt. I MP 61150 - Story of the Pilgrims, Pt. II MP 13800 - Colonial America in the 18th Century	* 182. Class discussion: Job opportunities available to new settlers in the New World. a) List the trades these people brought with them. b) Discuss how many careers today stemmed from those of early settlers.	182. The student will be able to list three occupations of the early settlers which we still utilize today and/or two occupations which have disappeared.

La Mesa-Spring Valley Social Science Objective: Students will have a variety of instructional experiences leading to the development of understandings related to the interdependence of individuals and groups.

Career Education Concept: K (183,184)

Curriculum Considerations: Social Sciences, 7-8 (8)

Resources	Activities	Performance Objectives
MP 08143 - Bill of Rights in Action-Religion MP 08140 - Bill of Rights in Action-Speech MP 08150 - The Bill of Rights of the United States MP 22275 - Fighting for Freedom MP 14450 - The Constitution of the U.S. MP 34980 - Justice-Liberty-Law MP 36043 - Legislative Politics MP 51550 - The President MP 61900 - The Supreme Court MP 65700 - U.S. Congress: Of, By, and For the People	* 183. Compare the Articles of Confederation and the Constitution. a) Discuss and explain executive, legislative and judicial branches of government. b) Divide class into three groups to role play members of these branches. c) Discuss and make up a mock cabinet from members of the class. Role play responsibilities and actions these members take.	183. The student will be able to name the three branches of our political system and the function of each.
Dept.of Public Health..........236-2705 MP 65900 - Unseen Enemies MP 34535 - Jobs in the City: Medical and Health	184. Guest speaker: Discuss the diseases carried by insects. Discuss U.S. Agricultural Department.	184. The student will orally describe the health department and list three of its major functions in our society.



Science

EXIT LEVEL PERFORMANCE AREAS - SCIENCE	ACTIVITY NUMBER		
	K-3	4-6	7-8
PHYSICAL SCIENCE			
Machines	13, 14*, 15*	49, 48, 60, 70	
Careers	6*, 7	58*, 59*, 62, 63*	
Light	22*		
Tools	25		
Heat	30		
Sound	23, 24	47, 50	
Magnets	31		
Space	32		
Flight		51*, 71	
Electricity		52, 61, 72*	
Earthquakes		64	
Environment		67	
Chemistry			114, 115, 116*, 117,
Physics			118, 119, 120, 122, 123*, 124, 125
Astronomy			126, 127*, 128, 129*
LIFE SCIENCE			
Animals	4, 5*, 9, 10, 20, 38, 40	42	
Plants	12, 19, 21*, 28	44, 46	
Human body	1, 2	68*	
Teeth	3		
Health	1, 11, 29		
Food	18	43, 56	79, 80
Insects	39	45*	
Sea Life		55	78
Water		57	
Drugs		65	
Botany			75, 76*, 77, 78, 79, 80, 81
Genetics			84, 85*, 86, 87, 88, 89
Zoology			90, 91, 92, 93*, 94, 95, 96, 97
Human Biology			107, 108, 109*, 110, 111*, 112, 113

EXIT LEVEL PERFORMANCE AREA - SCIENCE	ACTIVITY NUMBER		
	K-3	4-6	7-8
EARTH SCIENCE			
Weather	8*, 16, 36		
Ecology	17*		98, 99, 101, 102, 103, 104, 105, 106
Water	27		
Fossils, Prehistoric Life	26*	54*, 74	
Careers	33	73*	
Space	34*		
Soil, Rocks	35*, 41*	53, 66	
Solids, Liquids, Gases	37		
Recycling		69	
Oceanography			131 132, 133, 139, 140, 141
Geology			130, 134, 135, 136, 137, 138
Meteorology			141, 143*, 144

CONTENTS OF (*) ACTIVITIES FOR CAREER EDUCATION LEAD TEACHERS

SCIENCE

Grade Level	Activity Number	Skill Performance	Page
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	6	Scientific careers	135
	8	Weather	135
1	14	Machines	138
	15	Occupation Equipment	138
	17	Ecology	139
2	21	Plants	141
	22	Light	142
	26	Prehistoric life	143
3	34	Space	148
	35	Soil	149
	41	Rocks	152
4	45	Insects	154
	51	Airplanes	156
	54	Fossil fuel	157
5	58	Historical science careers	160
	59	Local science careers	160
	63	Research/Science careers	165
6	68	Human body	166
	72	Electricity	168
	73	Past/present science careers	169

CONTENTS OF (*) ACTIVITIES FOR CAREER EDUCATION LEAD TEACHERS

SCIENCE

Grade	Activity Number	Skill Performance	Page
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	85	Genetics	172
	93	Zoology	177
	109	Human Biology	182
	111	Human Biology	183
8	116	Chemistry	184
	123	Physics	187
	127	Astronomy	189
	129	Astronomy	190
	143	Meteorology	195

La Mesa-Spring Valley Science Objective: The student will demonstrate knowledge of the human body, living things and their interactions with the environment.

Career Education Concepts: B (1,2,3) K (4) G (5)

Curriculum Considerations: Science, K-3 (K)

Resources	Activities	Performance Objectives
Contact School Nurse MP 27900 - Health-You and Your Helpers MP 29225 - The Hospital MP 14150 - Community Hospital	1. School Nurse weighs and measures children and tells the class about things she does in her job. a) Chart the growth of individuals in class and discuss nutrition and good health. b) List careers involving nutrition.	1. The student will orally report their height and weight and tell one other duty of school nurses.
Dairy Council of California (growth charts)..............281-6648 MP 18650 - Eat for Health MP 54250 - Running for Sheriff MP 27350 - Growing Up Day by Day MP 38500 - Living and Growing	2. Class discussion on "Work" and what careers use science.	2. The student will draw two careers in science.
Li'l Angel Tooth Story (Attached)	3. Tell the flannel board story about tooth care and follow-up with a dental hygienist visiting to talk about their work.	3. The student will be able to demonstrate the correct method for brushing teeth and describe one duty of a dental hygienist.
Study trip #35 - Rocky Home Dairy MP 21750 - Farm Animals MP 15075 - The Cow MP 65425 - Uncle Jim's Dairy Farm MP 15650 - Dairy Farm Today	4. Visit a dairy and talk about the contributions science has made to its operation and its service to the community.	4. The student will be able to draw a picture of a technological advance that improved the dairy's service to the community.

LIL' ANGEL TOOTH, by Betty Bryne

Source: Health Education, Grade 3, Fresno County Schools.

This is a story about the sad life of Lil' Angel Tooth. Before he became an angel, he was called Little Tooth. He first lifted his head into this world as a beautiful, shiny, fully grown tooth. He found that he wasn't alone, but stood at the end of a row of other teeth, smaller and not quite like himself. (Illustrate with arch.) People called him a "six year molar" and he was by far the biggest tooth of all. For, you see, his owner, Peter, was only six years old and his other molars hadn't made their appearance.

At first Little Tooth was very happy in his surroundings, because he felt he was useful. He helped Peter chew his food and helped him talk so people could understand him, and he was very proud because he was such a handsome tooth. Like a little soldier he stood straight and tall and strong, and held the other teeth in a nice row. Little Tooth did his job well.

But the sad part of the story was that Little Tooth was neglected. His owner didn't realize how important he was as a permanent tooth. Day after day Peter ate sundaes, all kinds of cakes, pies, and sweet things. (Put up various types of sweet food.) He didn't know what he was doing to Little Tooth, but each time he ate these sweet things, the top of Little Tooth was filled with food. Owner Peter never thought much about brushing his teeth and brushing this food off--so after a while, Little Tooth discovered a tiny hole. (Put small black decay on tooth) in his white coat. He didn't think much about it because it didn't hurt, but oh, how he wished Peter would take care and brush the food away.

As time went on, the hole in Little Tooth got bigger and bigger (put larger decay on tooth) and each time Peter ate sweets, they got into the hole more. Pretty soon it began to hurt, so Little Tooth fussed a bit, but still Peter paid no attention--he kept right on eating sweets. The hole in Little Tooth got bigger until finally his whole insides were hollow, black and ugly. (Put on larger black decay covering entire inner tooth.)

Little Tooth was unhappy because his owner didn't take care of him. Late one night Little Tooth could stand it no longer. He caused sharp pains to go shooting through Peter's jaw so that he woke up and cried and cried. In the morning Peter's mother took him to a dentist. The dentist looked at Little Tooth, shook his head and said that the tooth must be removed--taken out. (Little Tooth was put to sleep and the dentist took him out.) Peter was so unhappy because the dentist told him that there would never be another molar to replace Little Tooth, because he was a permanent tooth.

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(continued)

LIL' ANGEL TOOTH (continued)

Peter took Little Tooth home, put him under his pillow and the good fairy came and carried him to heaven where he was made an angel tooth. He had been such a good soldier that she changed him from an ugly, hollowed -out tooth to a beautiful tooth like he was in the beginning. He could have still been in Peter's mouth but lost his life because of carelessness.

Your teeth can be destroyed by carelessness too, if you forget to brush them. Candy, cakes, pies and foods like that change the mouth and help to cause your teeth to decay. And if you don't go to the dentist twice a year, the tiny holes, such as the first one in Little Tooth, will grow bigger and bigger until they get so big that they will hurt. And then it might be too late and the dentist might have to pull your tooth too.

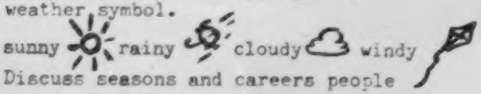
So let's be extra careful from now on--to not eat so many sweets, (illustrate with apples, carrots, milk and other good foods) but instead drink lots of milk, eat fresh fruit, apples, carrots, eggs and meat. And brush them every time we eat. And go to the dentist twice a year so he can find any of those little holes before they get too big. "Angel Teeth" are very beautiful, but they can't be seen. So let's keep our teeth sparkling and healthy so they can do their job well and keep us happy.

Resources	Activities	Performance Objectives
MP 17520 - Dogs Don't Eat Grapes or Bananas MP 27010 - Guinea Pigs MP 27483 - Hamsters MP 49175 - The Perils of Priscilla MP 69856 - What is a Cat MP 69940 - Whistle for Willie MP 22350 - Finding Information MP 36000 - Learning from Pets in the Classroom MP 66230 - Veterinarian Serves the Community MP 43910 - Morning Zoo MP 49335 - The Pet	* 5. Children care for pets in the classroom and make a bulletin board about pet care duties and people who do this work for a living.	5. The student will state one pet care fact each about two different animals and state one job title dealing with animals.

La Mesa-Spring Valley Science Objective: The student will demonstrate knowledge of physical and earth science.

Career Education Concepts: F (6,7) K (8)

Curriculum Considerations: Science, K-3 (K)

Resources	Activities	Performance Objectives
MP 13185 - Classifying MP 38550 - Living and Non-living Things	• 6. Children group nine sets of objects by characteristics, e.g. smell, texture, color, shape, size, weight, etc. a) Discuss the differences and the importance of being able to classify things to scientists. b) Classify jobs as outdoor and indoor, working with others and working alone, etc.	6. The student will be able to give one example of two jobs that are alike in some way.
	7. Act out scientific jobs that are noisy or quiet, active or sedentary, indoors or outdoors, etc.	7. The student will act out one noisy and one quiet job to be identified by classmates.
MP 21535 - Families and Weather-What's the Weather MP 63610 - A Time for Rain MP 67800 - Ways to Find Out MP 68300 - Weather for Beginners MP 70550 - Winter Is an Adventure	• 8. Make a calendar bulletin board about the weather, with symbols for sun, rain, clouds, fog, etc. a) Talk about the weather person and his importance to us. b) Appoint a class weather person. Each day put on the appropriate weather symbol.  c) Discuss seasons and careers people can perform during each season.	8. As a weather person, the student will be able to match the correct weather symbol with the present weather.

La Mesa-Spring Valley Science Objective: The student will demonstrate knowledge of Life Science.

Career Education Concepts: F (9,10) K (11,12)

Curriculum Considerations: Science, K-3 (1)

Resources	Activities	Performance Objectives
MP 36000 - Learning from Pets in the Classroom MP 66230 - Veterinarian Serves the Community MP 21900 - The Farmer Study Trip #46 - San Diego Zoo	9. Color pictures of people caring for animals (veterinarian, pet store operator, horse trainer, etc.) and explain them to the class orally. a) A study trip to the Zoo. b) Discuss "How would you like to do their job"	9. The student will draw and color one picture of an animal related career.
	10. Place a picture matching game by holding up a picture of a zoo animal and have a child pick a science career to match.	10. The student will successfully match two pictures with the correct science career.
San Diego Medical Society-Women's Auxiliary................282-9247 (for referral) SRA Focus on Self Development I, Unit G films: see page 131	11. Invite a doctor to talk to the class about health and what doctors do for people. a) Discuss body senses, taste and smell - try samples of salt, sugar, cornstarch etc. b) Discuss science careers involving tasting, smelling, etc.	11. The student will be able to draw a picture of at least one duty a doctor performs for patients.

Resources	Activities	Performance Objectives
A Sourcebook for Elementary Science, pp. 75-96 (Calif. State Text) MP 23675 - Food for the City-Produce MP 24800 - From Seeds to Plants MP 35902 - Learning about Leaves MP 50375 - Plants are Different and Alike MP 69700 - What Plants Need for Growth MP 64650 - Truck Farm to Store MP 23625 - Food Cannery	12. Plant a garden and discuss the people that grow food for us. a. Plant seeds in a jar of moist sand. b. Wrap the jar with black paper and after the seeds begin to sprout, observe the beginning plant parts and their development. c. Plant radish seeds.	12. Each student will be able to name orally 2 job titles involved in supplying urban areas with food.

La Mesa-Spring Valley Science Objective: The student will demonstrate knowledge of Physical Science.

Career Education Concepts: A (13) F (14,15)

Curriculum Considerations: K-3 (1)

Resources	Activities	Performance Objectives
Wagon, ramp, winch, lever and a heavy object	13. Children move heavy objects by carrying, rolling, inclined plane, lever and pulley system and record if the task was hard or easy. Discuss careers which use simple machines.	13. The student will move an object in two ways and record the results. The student will orally compare results with their neighbors to determine differences of preference among different methods.
MP 31075 - How Wheels Help Us MP 39250 - Machines That Help the Farmer	* 14. Show pictures of simple machines (as those above) and have the class draw pictures of work situations where they are used.	14. The student will be able to draw at least one job situation where a simple machine is useful.
Career Pictures Peabody Kit	* 15. Make a "Who Needs To Know About...?" bulletin board by putting up pictures of airplanes, submarines or job related paraphernalia for science related careers and discuss the fields of work depicted. Have the students gather the pictures or draw their own for the bulletin board.	15. The student will contribute one picture to the bulletin board and tell one thing about the job shown.

La Mesa-Spring Valley Science Objective: The student will demonstrate knowledge of Earth Sciences.

Career Education Concept: E (16, 17)

Curriculum Considerations: Science, K-3 (1)

Resources	Activities	Performance Objectives
MP 21535 - Families and Weather-What's the Weather MP 21450 - Fall Brings Changes MP 70500 - Winter Comes to the Forest MP 70550 - Winter is an Adventure MP 59700 - Spring is an Adventure	16. Discuss seasonal changes in the weather and challenge the students to come up with careers or leisure time activities that depend on the seasons. Have them draw a picture for a "seasons" bulletin board.	16. The student will be able to state 1 basic leisure time activity and 1 career that is influenced by the weather.
MP 01925 - Air Pollution, A First Film * Hand lens magnifier needed to examine particles. MP 38920 - The Lorax Study Trip #55 - Torrey Pines State Park	17. Hang 3 X 5 cards coated with vaseline outside to collect air pollution particles and bring them in to examine after a day and a week. a) Talk about how people are now trying to stop pollution. b) Discuss ecology related careers. c) Study trip to Torrey Pines - discuss careers involving preserving the parks and natural resources.	17. The student will be able to state one way we control air pollution through industry, government, or personal life style.

La Mesa-Spring Valley Science Objective: The student will demonstrate knowledge of Life Science.

Career Education Concepts: F (18) K (19,20,21)

Curriculum Considerations: Science, K-3 (2)

Resources	Activities	Performance Objectives
MP 23745 - Food Preservation MP 70100 - Why Foods Spoil - Molds, Yeast, Bacteria LMSV School District Food Services ....469-6171, Extension #71	18. Let some food samples spoil and discuss what factors cause spoilage (molds, fungi, bacteria growth, etc.) a) Show a film about how people use scientific discoveries about spoilage to preserve foods. b) Discuss the dollars and cents importance of people's work in food preservation.	18. The student will be able to state two methods used to preserve food and one occupational area related to food spoilage.
S.D. County Agric. Dept........278-9200	19. Try some simple experiments with seedlings, e.g. change conditions of; light and dark, rich, poor, or sandy soil. Have an agriculture agent talk about his job and how science has helped the farmer.	19. After a presentation to the class by an agriculture agent, the students will be able to name 3 ways that science has improved farming techniques or crops.
S.D. Zoo.......................234-5151 MP 43910 - Morning Zoo	20. Animal Related Careers: a) Plan a trip to the zoo and arrange to talk to a keeper, children's zoo nursery attendant, or animal trainers. b) Follow up the trip with a discussion of the wide variety of animal life that must have proper care while living in captivity and the tremendous amount of research needed to know how to properly care for them.	20. The children will be able to name 2 zoo related jobs and describe how they are related to each other or depend on each other.

Resources	Activities	Performance Objectives
Conference phone	c) Interview dog catchers about care of animals	
A Sourcebook for Elementary Science, pp. 75-96 (California State Text) MP 29300 - How a Scientist Works	21. Grow sprouts of different vegetables and keep a diary of what happens in their daily growth. Use this exercise to start a discussion of how scientists must keep data and records of their experiments. Stress the idea that, to be useful to others, research must be written up and published.	21. The student will state at least one reason for recording data from experiments and cite at least one job where data recording is important.

La Mesa-Spring Valley Science Objective: The student will demonstrate knowledge of Physical Science.

Career Education Concepts: B (22) F (23,24,25)

Curriculum Considerations: Science, K-3 (2)

Resources	Activities	Performance Objectives
A Sourcebook for Elementary Science p. 245, p. 256 (California State Text)	• 22. Have the students bring an old picture of themselves to put up on a bulletin board and compare the changes in people from year to year. a) Discuss how a picture is taken and how light records the image on film. b) Follow up with each student bringing in a picture that would be useful to some worker on his job, presenting it to the class in a sharing time (picture of stars; astronomer, picture of a house being built; carpenter).	22. The student will relate at least one job to a given picture shown by the teacher.
Pacific Telephone, Education Consultant ....238-3420 MP 68050 - We Learn About the Telephone	23. Guest speaker on telephone use, and the people involved in making telephone service possible. (Pacific Telephone will hook up a set of phones for classroom use.)	23. The student will draw a picture of at least 2 jobs in telephone service areas.
MP 25840 - Get the Message	24. Tape record the conversations of children on a phone set and play them back. Talk about all the jobs that depend on recording tape (record production, radio, television, telephones).	24. The student will be able to relate 1 or more jobs to the use of audio-tape.

Resources	Activities	Performance Objectives
Peabody Kit	25. Use the Peabody Language Development Kit #2. Turn tool cards face down and have students match a tool card to a career card and tell which worker uses which tool. They should describe how the tool helps the worker and what the tool is.	25. The student will be able to match 2 out of 3 tools to workers and tell accurately 3 out of 3 times the proper name for the tool.

La Mesa-Spring Valley Science Objective: The student will demonstrate knowledge of Earth Sciences.

Career Education Concepts: C (26) F (27)

Curriculum Considerations: Science, K-3 (2)

Resources	Activities	Performance Objectives
Aquarium Sand Plaster of paris MP 17225 - Dinosaurs--The Age of Reptiles MP 42240 - Message from a Dinosaur MP 51455 - Prehistoric, Animals of the Tar Pits	26. Put a piece of bone against the front face of an empty aquarium and using sand and a fine stream of water, wash sand over the bone showing how fossilization would begin. a) Discuss what a paleontologist does in unraveling the mystery of what prehistoric life was like. b) Make small plaster of paris imprints of leaves, bones, etc. c) Have children draw a mural of the life forms found during the different geologic eras.	26. The student will be able to give a simple description of paleontological work.
Conference Phone: ....452-2827 452-2827 Study Trip #49 - **Scripps Institute of Oceanography**	27. Visit Sea World or Scripps (Marine biologist) interview by: a) Study trip or phone call. b) Use interview form c) Following interview discuss career and list various work areas.	27. The student will be able to name 2 areas of work for a marine biologist.

La Mesa-Spring Valley Science Objective: The student will demonstrate knowledge of Life Sciences.

Career Education Concepts: F (28) K (29)

Curriculum Considerations: Science, K-3 (3)

Resources	Activities	Performance Objective
Study Trip #2 - Andersen's Nursery MP 50400 - Plants Make Food MP 69700 - What Plants Need for Growth MP 70125 - Why Plants Grow Where They Do MP 71000 - Wonders of Plant Growth MP 24800 - From Seeds to Plants	28. Experiment with the water needs of different plants and discuss the people who would need to know about how plants use water. Visit a nursery and talk to the people in charge of plant care about their job.	28. The student will, after visiting a nursery, be able to state at least 1 related job and describe the job in terms of service to the community.
MP 27900 - Health--You and Your Helpers MP 29225 - The Hospital MP 47450 - Our Wonderful Eyes and Their Care MP 34850 - Judy's Smile MP 73150 - Your Friend the Doctor MP 14200 - A Community Keeps Healthy	29. Have the school nurse visit class with medical instruments used in different health careers. Discuss the community service aspect of careers in health services.	29. The student will be able to state at least 2 duties of the nurse and one or more related health careers.

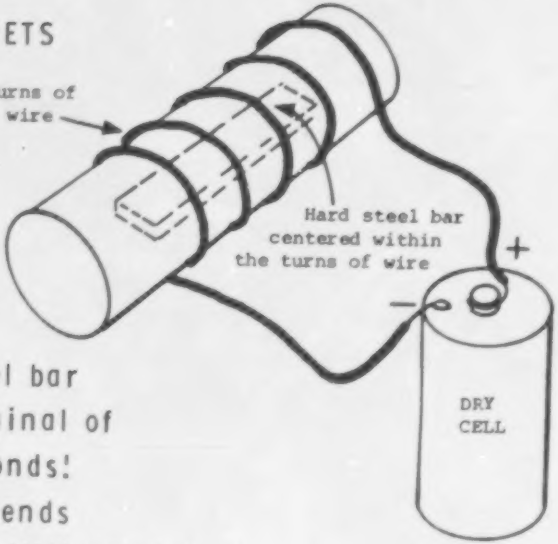
La Mesa-Spring Valley Science Objective: The student will demonstrate knowledge of Physical Science.

Career Education Concepts: I (30) K (31,32)

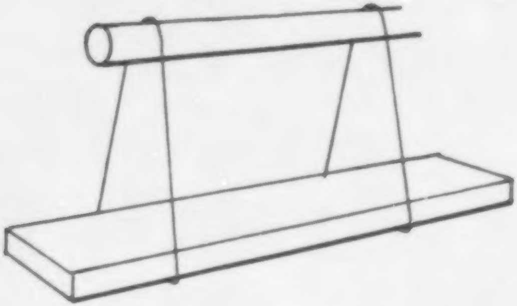
Curriculum Considerations: Science, K-3 (3)

Resources	Activities	Performance Objectives
Concepts in Science, Book 3, Units I & II Study Trip #3j - **Reuben H. Fleet Space Center**	30. Make a solar cooker and discuss the importance of solar energy for future pollution free energy. a) Draw out the point that new types of jobs are created by new technology and there will be jobs in 20 years that we don't even know about now. b) Discuss magnets.	30. The student will write out one use for solar energy that isn't commonly utilized now but that might be important for the future.
A Sourcebook for Elementary Science, P. 343 (California State Text) See worksheets on magnets (attached) Jelly Bean Company filmstrips	31. Form a classroom company to make and sell bar magnets as toys. Sell stock to capitalize the company, open bank accounts, elect directors and production personnel. a) Start with the idea (magnets). b) Forming the organization. c) Naming the product. d) Advertising - promotions. e) Production.	31. The student will be able to state 3 ways a company depends on many different kinds of workers.
Study Trip #3a - **Aerospace Museum** MP 23615 - Fly Away MP 64203 - Transportation by Helicopter MP 01750 - Airfreight	32. Visit the Aerospace Museum and list all the careers needed for man's space effort.	32. The student will be able to list 4 careers related to the aerospace industry, and describe for at least 3 of these how the job contributes to the aerospace industry.

MAKING PERMANENT MAGNETS


100 closely wound turns of insulated copper wire
Hard steel bar centered within the turns of wire
+
−
DRY CELL

1. Insert and center hard steel bar
2. Touch wire to negative terminal of dry cell for only 1 or 2 seconds!
3. Remove steel bar and paint ends
4. Hang bar on loops of string 'till paint drys

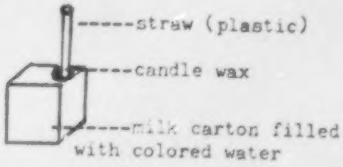


La Mesa-Spring Valley Science Objective: The student will demonstrate knowledge of Earth Sciences.

Career Education Concepts: F (33,34,35) K (36)

Curriculum Considerations: Science, K-3 (3)

Resources	Activities	Performance Objectives
MP 22400 - Finding Out About Rocks MP 35875 - Learning About Land & Water	33. Have students clip pictures of earth science careers for a collage bulletin board.	33. The student will name 2 careers in earth science and state an interest or disinterest in each.
MP 21100 - Eyes in Outer Space MP 41150 - Mars and Beyond MP 62000 - Survival in Space MP 24360 - Friendship 7 MP 41285 - The Mastery of Space MP 53750 - Rockets--How They Work MP 04345 - Apollo 9 MP 04346 - Apollo 10	* 34. Make a space race bulletin board. a) As each child reads about or reports to the class on a new fact about space or careers in the aerospace industry, their rocket advances to the stars. b) Students can make their own rocket from a toilet tissue tube wrapped in aluminum foil with cardboard fins. c) Hang the rockets on wires with paper clips. Stretch wires from one side of the bulletin board to the other to signify the trip from earth to the stars.	34. The student will state 1 way earth science relates to aerospace careers.

Resources	Activities	Performance Objectives
A Sourcebook for Elementary Science, pp. 124-126 (California State Text) S.D. County Agriculture Dept.............278-9200 La Mesa Engineering Service ....460-9000 (Soil Test Engineers) Calif. State Div. of Hwys. 297-4501	* 35. Make a sample of soil or bring in samples of topsoil and subsurface soil to experiment with. a) Have people who work with soils visit the class to tell about their jobs. b) Construction engineers can cover soil compaction and a soil conservation expert can review ways to conserve valuable topsoil.	35. The student will name 2 job titles that work with soil.
A Sourcebook for Elementary Science, pp. 97-110 (California State Text) Study Trip #14 -Gillespie Field Weather Station	36. Make simple weather instruments and use them to keep track of daily conditions. Plan a visit to a local weather bureau station. Thermometer  -----straw (plastic) ----candle wax ----milk carton filled with colored water	36. The student will state how a hobby in simple weather observing can become career training.

La Mesa-Spring Valley Science Objective: The student will demonstrate knowledge of Life Science.

Career Education Concepts: E (37) F (38) K (39,40)

Curriculum Considerations: Science, K-3 (3)

Resources	Activities	Performance Objectives
Concepts in Science, Book 3, p. 109-151 Study Trip #17 - Helix Irrigation Dist. MP 63045 - Things Change--solids, liquids, gases MP 67140 - Water - A First Film MP 67200 - Water & What it Does MP 66400 - A Visit to the Waterworks MP 67350 - Water for all Living Things MP 50200 - Pipes in the House	37. Discuss physical change and the fact that there are 3 different forms for all things in the world--solids, liquids and gases. a) Do some experiments with water (in science book). b) Discuss how we get our water supply. c) Visit the water treatment plant and talk about the many people and types of jobs connected with the plant.	37. The student will be able to state how water reaches them from river to tap and name at least 2 jobs that are involved in safe water supply.
Study Trip #50, Sea World MP 51585 - Primary Oceanography Career Pictures	38. In connection with a study of sea life, investigate the many careers in oceanography.	38. The student will be able to generate a list of 5 job titles in the field of oceanography after their visit to Sea World.
MP 378 Life Story of a Moth--The Silkworm MP 613 Strand of Silk MP 570 Silk Makers of Japan	39. Raise silkworms from eggs. a. When the silkworms spin a cocoon, give each child a cocoon and have them unwind the silk. b. Discuss the textile industry and the jobs related to the textile industry.	39. The student will describe how the silkworm grower depends on others in the community and how the rest of the community depends on him.

Resources	Activities	Performance Objectives
MP 32125 - The Classroom Incubator Study Trip #46b - San Diego Children's Zoo	40. Have an incubator with fertile chicken or duck eggs. Let each child take turns rotating eggs. Have a chart to show what the embryo looks like at different periods of time.	40. The student will be able to draw or write a description of 2 or more jobs involved in incubation of chickens or ducks.

La Mesa-Spring Valley Science Objective: The student will demonstrate knowledge of Earth Science.

Career Education Concept: F (41)

Curriculum Considerations: Science. K-3 (3)

Resources	Activities	Performance Objectives
Concepts in Science, Book 3, p. 261-265 Study Trip #3e - Natural History Museum MP 22400 - Finding Out About Rocks	• 41. Discuss rocks--igneous, sedimentary, and metamorphic. a) Have samples for students to identify. b) Grow crystals from solution of salt or sugar in water. c) Discuss fossils and how they were formed. d) Let class use shells and small fish to make fossils on clay. e) Visit the Natural History Museum to see their display of rocks and minerals. Have someone there talk to class about what geologists, paleontologists and archaeologists do. f) List jobs related to rocks. g) Invite high school students to discuss rocks and geology.	41. The student will be able to list 2 types of careers that involve rocks.

La Mesa-Spring Valley Science Objective: The student will demonstrate knowledge of Life Science.

Career Education Concepts: F (43) D (43,44) G (45,46)

Curriculum Considerations: Science, 4-6 (4)

Resources	Activities	Performance Objectives
Sea World, Educational Services..222-6363 Education: Who Needs It? (Science)	42. Investigate the many programs offered by Sea World as ways to investigate many life science related careers. Some of the programs offered are: Animal Behavior Adaptations to the Environment Animal Communications and Sound Marine Mammal Ecology	42. The student will complete a teacher-made paper and pencil test about their particular experience at Sea World with an 80% mastery rate.
California Dairy Assoc...........281-6648 MP 23700 - Food Groups and How to Cook Them MP 60100 - Starvation without Hunger MP 69710 - What's Good to Eat LMSV School District Food Services ....496-6171, Extension #71	43. Plan, cook and serve a meal in class based on the four basic food groups. Have a dietician or foods specialist from the California Dairy Council talk to the class about nutrition and the people who work in this field.	43. The student will be able to name 2 foods from each group and at least 2 careers involved with proper nutrition.
MP 02690 - American Farming Yesterday and Today MP 088[illegible] - Bounty of the Forest MP 39650 - Maguey, The Plant of a Thousand Uses MP 56000 - Secrets of the Plant World MP 30000 - How Plants Reproduce MP 24800 - From Seeds to Plants	44. While studying plants and heredity, have students identify plants that have benefitted from selective breeding. List the careers that involve work with plants and hobbies in the field of botany that might lead to a career.	44. The student will be able to name 2 plants that have benefitted from selective breeding and list 2 or more hobbies or job titles in the field of botany.

Resources	Activities	Performance Objectives
A Sourcebook for Elementary Science pp. 19-43 (California State Text) MP 32900 - Insect Collecting MP 04325 - Ants--Backyard Science MP 09925 - Butterfly with 4 Birthdays MP 33050 - Insect Zoos MP 33125 - Insects and Their Houses MP 37625 - The Life of a Dragonfly MP 53550 - The Rival World MP 37815 - Life Story of the Ladybird Beetle MP 29750 - How Insects Help Us MP 37818 - Life Story of a Moth--The Silkworm MP 61350 - Strand of Silk	45. Catch, mount and classify insects. a) Encourage each student to start on an insect collection of their own. b) Have a group give a report to class on the economic importance of insects to farmers and consumers. c) Invite an entomologist and discuss how this person got his start.	45. The student will be able to name one or more beneficial insects, 1 or more detrimental insects, and 2 or more crops or products that depend on insects in some way.
MP 58275 - Soil: What It Is & What It Does Farming in the Classroom, Teacher Guide Information Division U.S. Dept. of Agriculture Washington, D.C. 20250	46. In a secluded spot outside, start a small compost pile and investigate the decomposition of materials by microbes. Get help from a local organic gardener and have them talk about gardening as a hobby.	46. The student will be able to state one or more reasons for having a vegetable garden and 2 or more duties involved in properly caring for a garden.

La Mesa-Spring Valley Science Objective: The student will demonstrate knowledge of Physical Science.

Career Education Concepts: A (50,54) C (48) D (49) E (47) G (52)

Curriculum Considerations: Science,4-6 (4)

Resources	Activities	Performance Objectives
Pacific Telephone, Education Consultant ....238-3420 MP 62785 - Telephone for Help	47. In a unit on electronics and communications arrange a visit to the telephone company to see the complexities of today's phone system. Find out about future job opportunities in this field.	47. The student will be able to list 5 jobs involved with the telephone company and state which is most interesting to them and why.
A Sourcebook for Elementary Science p. 188, p. 430 (California State Text) National Steel & Shipbuilding.....232-4011 (Limit 20 for visit) Ext. 521	48. Invite a speaker from a local ship yard or arrange for a study trip to a shipyard to see the many people involved in ship construction.	48. The student will name 2 or more school subjects related to a job in shipbuilding.
MP 44400 - Moving Things on Land	49. Do experiments with simple machines, pulleys, small electric motors, etc. Let the class build Rube Goldberg devices and discuss how similar machines are used in industry.	49. The student will orally explain his or her device and correctly identify the parts of his or her device to the class.
Career Education Interview Form, p.432 Come to Work With Us: T.V. Station	50. Visit a TV repair shop and talk with employees about their reasons for choosing this line of work. Tape the interviews to play back for other classes.	50. The student will be able to state one or more reasons the people interviewed gave for their job choice. Then the student will give the most important reason he or she can think of for choosing a particular job.

Resources	Activities	Performance Objectives
MP 23480 - Flight: A New Awareness MP 43890 - Morning Airport	• 51. Set up a paper airplane assembly line where each child does only one operation in the construction of an airplane. a) Let each child design and fold their own favorite airplane. b) Talk over their feelings about doing the entire job alone compared to working on the assembly line. c) Have a contest of assembly line planes vs. hand crafted planes and check for duration, greatest distance, etc.	51. The student will be able to verbally compare feelings of self-worth and pride in workmanship, for individual vs. assemblyline work, drawing a conclusion as to which they prefer.
A Sourcebook for Elementary Science, pp. 357-387 (California State Text) MP 69200 - What is Electric Current MP 29600 - How Electric Current is Produced MP 19350 - Electricity and How It Is Made MP 15540 - Current Electricity MP 19250 - Electricity--How to Make a Circuit MP 19275 - Electricity - Wires In Your Home MP 50200 - Pipes in the House	52. While doing experiments with electric circuits, invite an electrician to speak to the group about what his job is actually like.	52. The student will be able to state or write what an electrician's job involves. The student will give one thing which he/she would like or dislike about being an electrician.

La Mesa-Spring Valley Science Objective: The student will demonstrate knowledge of Earth Science.

Career Education Concept: C (53, 54)

Curriculum Considerations: Science, 4-6 (4)

Resources	Activities	Performance Objectives
S.D. County Agriculture Dept.......278-9200 MP 47025 - Our Endangered Environment--Soil MP 29300 - How A Scientist Works	53. Use a simple soil test kit to test garden soil samples from home and invite the S.D. County Agriculture Agent to discuss soil quality and conservation, and his job.	53. The student will be able to name 2 soil conservation techniques and 2 or more duties of the agriculture agent that rely heavily on what he/she learned in school.
MP 46200 - Oil Today, Power Tomorrow	• 54. Make a mural of how we get fossil fuel and uranium today and lead a discussion of the many jobs related to fuels at all levels from mining to consumption.	54. The student will be able to produce a mural and identify 1 job each in the production, transportation or refining, and energy production areas of fuel use.

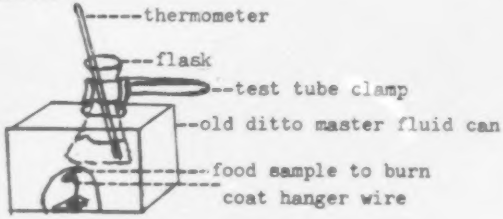
La Mesa-Spring Valley Science Objective: The student will demonstrate knowledge of Life Science.

Career Education Concepts: A (55) C (56) K (57)

Curriculum Considerations: Science, 4-6 (5)

Resources	Activities	Performance Objectives
Sport fishing landings Conduct the whale watching trips CER Learning Module "Whale Watching at San Diego" MP 68780 - Whales MP 16780 - Desert Whales	55. Go whale watching in January or February and interview the crew of the boat. a) Ask them about how they came to choose their job. b) Prepare for the trip by using the Community Educational Resources kit on Gray Whales.	55. The student will be able to give at least one reason the interviewee chose his/her job and give one or more reasons why the student would or would not choose the same job.
A Sourcebook for Elementary Science, p. 214 (California State Text) Calif. Dairy Association...........281-6648 MP 23635 - Food, Energy and You MP 65675 - Stress and Strains MP 17907 - Drugs the First Decision MP 15775 - Danger Poison LMSV Food Services Department ......469-6171, Extension #71 See Interaction of Man & The Biosphere, Rand McNally, pp. 98-104 for further details	56. Construct a calorimeter and measure the food heat values of common foods. a) Invite a dietician to talk about nutrition, fad diets and food values of foods. b) Find out about job opportunities in this field.	56. The student will be able to list foods for a balanced meal and list the foods from some fad diet that would not supply full nutrition.

Simple Calorimeter:



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Resources	Activities	Performance Objectives
D.E.F.Y..........236-2274	c) Discuss drugs and drinking and the effect upon the body/mind, and career.	
A Sourcebook for Elementary Science, p. 186 (California State Text) Study Trip #28 - Levy Water Treatment MP 70650 - Wise Use of Water Resources	57. Set up a simple water treatment experiment as a prelude to study of water supply. a) Arrange to visit a water treatment plant to see how water treatment keeps our water supply safe. b) Trip to Lake Jennings.	57. Student will be able to list 2 or more specific jobs involved in supplying the community with water.

La Mesa Spring Valley Science Objective: The student will demonstrate knowledge of Physical Science.

Career Education Concepts: H (58) A (59) I (60) G (61) C (62)

Curriculum Considerations: Science, 4-6 (5)

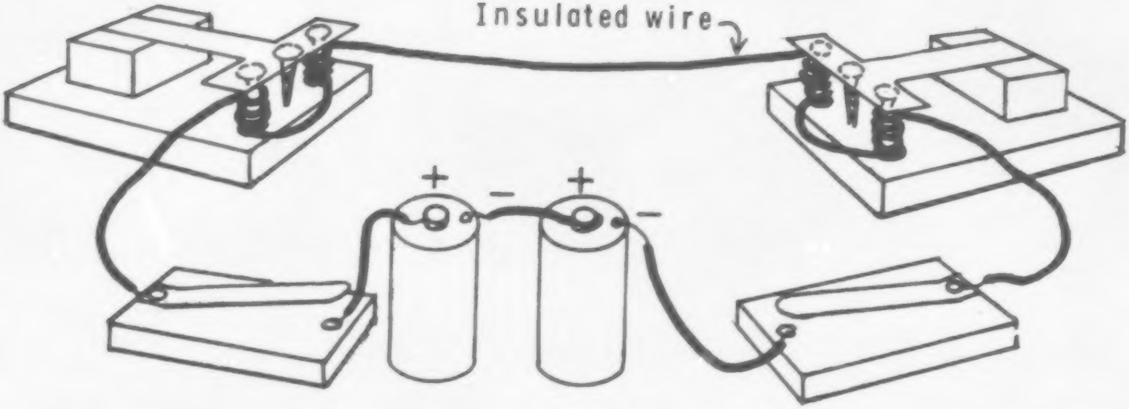
Resources	Activities	Performance Objectives
MP 15940 - Debt to the Past--Science and Technology MP 28450 - Here Is Tomorrow MP 51850 - Progress on Trial MP 62640 - Technicians in Our Changing World	• 58. Simulate a situation where a city has somehow been cut off from civilization for 80 years. a) Have each student prepare a report on a science related career that has come into existence during the last 80 years. b) These can be read or presented to the class as if they were residents of the lost city. Some sample careers might be: computer programmer, airline pilot, astronaut, narcotics agent, skin diver, transplant surgeon, TV repairman, etc.	58. The student will be able to name 3 science related careers that have come into existence within the past 80 years as a result of technological change.
Education: Who Needs It? (Science)	• 59. Read the want ads for science related jobs, and assign groups to research background information about the jobs that interest them.	59. The student will present in written form information about a technical career and why that career interests him or her.
A Sourcebook for Elementary Science, pp. 192-193 (California State Text) MP 19200 - Electricity From Power Plant to Home MP 19850 - Energy and Work MP 50200 - Pipes in the House Study Trip #17-Helix Irrigation District	60. Build a model waterwheel and discuss water power and its availability to produce energy.	60. The student will give one or more reasons that water wheels are not commonly used any more, and name 3 careers from former times that are no longer useful or no longer exist.

Resources	Activities	Performance Objectives
A Sourcebook for Elementary Science, pp. 389-392 (California State Text) Worksheet on telegraph (attached)	61. Make a telegraph and learn the Morse code. a) Set up the system to send messages across the room or to another room. b) Interview a telegraphist or ham radio operator about their career or hobby. c) Students can create a learning center with booklets on all types of codes; e.g., flag signals, symbol codes and Morse code handbooks.	61. The student will be able to construct a working telegraph and successfully transmit a message.

MORSE CODE

A	.-	K	-.-	U	..-	4	....-
B	-...	L	.-..	V	...-	5	.....
C	-.-.	M	--	W	.--	6	-....
D	-..	N	-.	X	-..-	7	--...
E	.	O	---	Y	-.--	8	---..
F	..-.	P	.--.	Z	--..	9	----.
G	--.	Q	--.-			0	-----
H	....	R	.-.	1	.----	(.)	.-.-.-
I	..	S	...	2	..---	(,)	--..--
J	.---	T	.-	3	...--	(?)	..--..

TWO - WAY TELEGRAPH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From sourcebook for Elementary Science pg. 392

Resources	Activities	Performance Objectives
Rohr 426-7111	62. Visit Rohr Corp. in Chula Vista to see an example of modern industrial engineering. Keep a record of all the phases of production that depend on scientific research before production can begin.	62. Student will be able to describe at least 1 industrial process and the 3 careers involved in developing this process.

La Mesa-Spring Valley Science Objective: The student will demonstrate knowledge of Earth Sciences.

Career Education Concepts: A (63) C (64)

Curriculum Considerations: Science, 4-6 (5)

Resources	Activities	Performance Objectives
Encyclopedias Career Centers or Career Books in school libraries Education: Who Needs It? (Science) Popeye Career Comics	* 63. As a class project have each class member research a particular science career of interest to them. Compile a booklet of their reports and use it for a science career resource.	63. The student will be able to complete a simple report on a career and give 2 reasons why that career interests them.
Natural History Museum............232-9146 SDSU Geology Dept................286-5586 Geology and Earth Sciences Sourcebook, pp. 108-109 (Holt, Rinehart & Winston) MP 18450 - Earthquakes and Volcanoes	64. Visit the Natural History Museum and see the seismograph in action. a) Call an expert with the conference phone and find out what training is needed to operate and interpret a seismograph. b) Ask about the possibility of predicting earthquakes in the future. c) Build a model seismograph as a class project.	64. The student will be able to state 3 school subjects related to a career in geology.

La Mesa-Spring Valley Science Objective: The student will demonstrate knowledge of Life Science.

Career Education Concepts: C (65,66,67) D (68) G (69)

Curriculum Considerations: Science, 4-6 (6)

Resources	Activities	Performance Objective
Pharmacist 440-1122	65. Invite a pharmacist to talk to the class about drugs, drug abuse and his job.	65. The student will be able to name at least 2 duties of a pharmacist.
A Sourcebook for Elementary Science, p. 37 (California State Text)	66. Start a compost pile outside and take samples to innoculate cultures of micro-organisms. Study the role of these micro-organisms in the process of decay and visit a sewage disposal plant to see at least one use of bacteria on a large scale.	66. The student will be able to state 2 school subjects related to working with bacteria.
MP 68950 - What Do Ecologists Do? MP 25375 - Garbage MP 38275 - Litter Monster MP 38920 - The Lorax	67. Make a list of careers that generally tend to damage the environment and a list of those involved in cleaning up the environment.	67. The student will be able to list 4 jobs for a given category.
A Sourcebook for Elementary Science, pp. 215-216 (California State Text) Physical Therapist, Clairemont Com. Hosp. ....278-8100 MP 44600 - Muscles and Bones of the Body MP 00300 - About the Human Body	68. Make models of the parts of the human body and demonstrate the way they function. a) Invite a PE instructor or a physical therapist to talk about their job training.	68. The student will demonstrate a movement of a joint or muscle and describe its usefulness.

Resources	Activities	Performance Objectives
	b) Discuss science subjects and how they relate to careers.	
MP 38275 - Litter Monster MP 52763 - Recycling in Action	69. Recycle aluminum cans as a class project. Use the money to buy and plant trees on the school campus.	69. The class as a whole will be able to buy and plant at least 1 tree.

La Mesa-Spring Valley Science Objective: The student will demonstrate knowledge of Physical Science.

Career Education Concept: C (70,71,72)

Curriculum Considerations: Science, 4-6 (6)

Resources	Activities	Performance Objectives
A Sourcebook for Elementary Science, pp. 409-421 (California State Text) MP 32075 - Inclined Plane Wedge & Screw MP 36905 - The Lever MP 52125 - The Pulley MP 69860 - Wheels, Belts and Gears	70. Have the class experiment with simple machines and arrange a visit to an auto repair shop to see examples of these same machines at work there.	70. The student will be able to identify the 3 machines used in an auto repair shop and correctly match 4 pictures of machines with their names on a test.
Study Trip #29 - Miramar Air Station Study Trip #3a - Aerospace Museum MP 49045 People Who Fix Things MP 33550 - Introduction to Jet Engines	71. Interview a jet mechanic about his line of work while studying the principles of jet propulsion. The Aerospace Museum in Balboa Park has cutaway models and full size jet engines to study.	71. The student will be able to state 2 things that appeal or do not appeal to him or her about the job of a jet mechanic and name at least 3 major parts of a jet engine.
A Sourcebook for Elementary Science, pp. 357-400 (California State Text) MP 58650 - Sources of Electricity MP 19200 - Electricity From Power Plant to Home MP 18825 - Edison, Persistent Genius SDG&E ....232-4252 MP 50200 - Pipes in the House	* 72. Experiment with electricity and electric circuits. a) Have several students build a learning board that lights up when wires are connected from a question to the correct answer. b) Find out how electricity is generated locally by inviting a guest speaker from SDG&E. Discuss science skills and relationship to careers needed in this area.	72. The student will be able to successfully complete the wiring of the question and answer board and express an interest or disinterest in possible similar future work.

La Mesa-Spring Valley Science Objective: The student will demonstrate knowledge of Earth Sciences.

Career Education Concepts: H (73) C (74)

Curriculum Considerations: Science, 4-6 (6)

Resources	Activities	Performance Objectives
See films for Activity #58. MP 13925 - Communication: Twentieth Century Study Trip #3j - **Reuben H. Fleet Space Theatre** SDSU Physical Science Dept.....286-5157	73. Have the students imagine what present science occupations will be like 20 years from now. a) Examine present needs and how these might contribute to changes in present jobs or new jobs not yet dreamed of. b) Create a science file or bulletin board depicting science careers of past, present, future. c) Guest speaker: San Diego State University student to discuss scientific careers.	73. The student will be able to state 2 future jobs and what they might be like based on today's needs and trends.
Natural History Museum..........232-9146 MP 42240 - Message from a Dinosaur MP 51455 - Prehistoric Animals of the Tar Pits	74. Visit the Natural History Museum to study the mounting and display of skeletons and ask to speak to someone about what a paleontologist does.	74. After visiting the museum each student will be able to express his or her opinion about working there in writing and give 2 reasons for their choice.

La Mesa-Spring Valley Science Objectives: The students will demonstrate knowledge and skills in Botany.

Career Education Concepts: J (75) K(76) L (77) C (78) D (79,83) M (81) J (80, 82)

Curriculum Considerations: Science, 7-8 (7)

Resources	Activities	Performance Objectives
Study trip #2 - Andersen's Nursery '71 MP 13200 - Classifying Plants & Animals MP 71000 - Wonders of Plant Growth	75. Visit a nursery and learn about the economic importance of plant life and classify some simple plants.	75. The student will be able to state the importance of nursery work to the community and give a value judgement from their own experience about the worth of gardening as a leisure time activity.
MP 30000 - How Plants Reproduce MP 09700 - Bumblebee MP 35500 - Language of the Bee MP 55950 - Secrets of the Bee World Mr. Clyde Wilkins--Beekeeper........444-5689	* 76. Have students bring a simple flower from home and dissect it in class. Note the male and female parts and the immature seeds. Discuss the importance of insects in the pollination process and invite a local beekeeper to class to discuss his job.	76. Following the beekeeper's talk, the student will be able to state at least 1 major way that the beekeeper's career is important to the rest of the community.
Life Science, A Problem Solving Approach, pp. 85-105, published by Guinn MP 34535 - Jobs in the City: Medical and Health	77. Have students prepare microscope slides to compare plant and animal cells. Use the microscope for the comparison and run a contest between classes for the longest list of careers related to the use of the microscope.	77. The student will be able to list 10 or more careers that are related to microscope use, manufacture, repair or design.

Resources	Activities	Performance Objectives
MP 16550 - The Deep Frontier Pamphlets are available from Kelco on kelp and its uses	78. Study types of algae from home-grown cultures in fish tanks to kelp. Research the many uses of kelp and San Diego's involvement in the kelp harvesting industry.	78. The student will be able to state in 1 paragraph how a study of algae could lead to a job in some related field.
MP 39650 - Maguey--The Plant of a Thousand Uses MP 14550 - Controlled Experiments MP 56000 - Secrets of the Plant World MP 50400 - Plants Make Food	79. Have individuals or small groups do a research report on the origins of food plants, including the selective breeding used to improve plants. Relate this research to a career as a botanist.	79. Each student will present an acceptable report including some information on the training needed to be a botanist.
MP 70300 - Wildflowers of the West Ewell Gibbons' books Articles in Organic Gardening & Farming Magazine	80. Assign a book report on wild plants used for food, or gathering wild foods as a hobby.	80. The student will be able to express 3 ways that a plant-centered hobby could help a stranded person survive.

Resources	Activities	Performance Objectives
Study trip #52 - Silverwood Wildlife Sanctuary Florida Canyon Nature Trail (Balboa Park) Self-Guiding pamphlets..............232-3821 MP 11850 - Chaparral--The Elfin Forest MP 62460 - Take Time to See	81. Take a nature walk in a local chaparral area using any field guide to local plants and animals. Talk with a local naturalist about his job and hobbies.	81. The student will be able to express his or her likes or dislikes for nature study, and after talking with a naturalist draw 2 conclusions about relationships between a person's job and their leisure time activities.
A Sourcebook For The Biological Sciences, p. 674, (California State Series)	82. Make a leaf skeleton and mount it on paper for framing. Launch a discussion of crafts and art forms that use natural materials and emphasize that nature crafts can be a rewarding leisure time experience.	82. The student will be able to name 3 or more art or craft forms that use natural materials and write a statement of preference for one form over the others as a form of leisure time relaxation.
Study trip #2 - Andersen's Nursery Sunset Basic Gardening Illustrated pp. 20-25 (Lane Books)	83. Do experiments with grafting or hydrophonics and talk with nursery men about any difficulties encountered during the experiments. Also inquire about how they got started in their business.	83. The student will be able to describe 2 ways to begin a career in plant care or as a nurseryman.

La Mesa-Spring Valley Science Objective: The students will demonstrate knowledge and skills in Genetics.

Career Education Concepts: L (84) B (85) E (86) K (87) I (88) G (89)

Curriculum Considerations: Science, 7-8 (7)

Resources	Activities	Performance Objectives
The Molecule and the Biosphere, p. 177 (California State Text)	84. Build a model of the DNA molecule using tinkertoys that are color coded. a) Discuss the role models play in science, e.g. atomic models, molecular models, etc. b) Assign students to write to major science equipment suppliers to find out about careers in making display models and visual aids.	84. The student will be able to state 2 or more job classifications in the field of science models and describe at least one method of finding out about career opportunities in this area.
Salk Institute........453-4100 Life Science, A Problem Solving Approach, pp. 341-353 Guinn Publishing Company MP 31300 - Human Heredity MP 63350 - The Thread of Life Conference Phone	85. Set up a class chart to tabulate the traits of class members, e.g. tongue rolling ability, ear lobes, attached or unattached, eye color, etc. a) Compare the dominant and recessive traits of the class with those of the population at large. b) Use a conference phone or assign a small group to interview a genetic counselor and report to the class about research and counseling in genetics.	85. The student will compare their genetic traits to those of the others in the class and express a positive self-concept in their analysis.

Resources	Activities	Performance Objectives
A Sourcebook for the Biological Sciences, pp. 352-355 (California State Text)	86. Using a microscope, watch fertilization and cleavage of sea urchin eggs. Follow up the discussion of cell division with a discussion of mariculture and its importance for this area and for the future.	86. The student will be able to describe one or more examples of mariculture and state the importance of geographic location to job selection.
S.D. County Agriculture Dept.........278-9200 Interaction of Man and the Biosphere, pp. 258-264 Rand McNally Publishing Company	87. Do a genetics experiment with corn and invite a county agriculture agent to speak on the importance of hybridizing food crops.	87. The student will be able to list people involved in modern agriculture and give examples of research designed to improve crops.
Sunshine Chinchilla Farm, ...466-8728	88. While discussing the genetics of hair color or fur, bring in the economic importance of fur raising and breeding. a) As a class project, write to a furrier about pelt qualities most preferred. b) Visit a chinchilla farm or have a fur rancher talk to the class	88. The student will be able to describe at least one fashion trend shift that has changed the demands for certain types of furs or increased demands for newer colors or textures.

Resources	Activities	Performance Objectives
	89. Invite a tropical fish breeder to talk about the breeding processes needed to develop a specific trait.	89. The student will be able to construct a chart showing how a particular genetic trait can be passed on.

La Mesa-Spring Valley Science Objective: The students will demonstrate knowledge and skills in Zoology.

Career Education Concepts: D (91, 94) K (90,93) L (92) M (95) C (96) I (97)

Curriculum Considerations: Science 7-8 (7)

Resources	Activities	Performance Objectives
Call a local craft supply store for information on suitable resin casting supplies. Jelly Bean Company filmstrips	90. Set up a classroom company to make and sell small zoological sample specimens cast in plastic. Insects, small anthropods, or other low life forms should be suitable for key chains, paperweights, etc. (All phases of a real company should be re-created using small groups or volunteers.)	90. The student will be able to explain the ways a company depends on many different kinds of workers and will express a like or dislike, in oral or written form,of their role in the company's operation.
Hydrex Pest Control................442-2668	91. Have an exterminator talk about insecticides to the class. Invite an organic gardner to talk about alternatives to insecticides.	91. The student will make judgements based on the two guest speakers on the question of whether or not insecticides are necessary in a home garden. They will also express an interest or disinterest in a gardening hobby as an entrance to a gardening related career.

Resources	Activities	Performance Objectives
Library Research--don't overlook the possibility of students writing to a company for information to include in their report. MP 08250 - Birds and Their Characteristics MP 13200 - Classifying Plants and Animals MP 15940 - Darwin and the Theory of Natural Selection MP 51875 - Protozoa--One Celled Animals MP 04150 - Animals with Backbones MP 04200 - Animals without Backbones MP 40090 - Mammals and Their Characteristics MP 02850 - Amphibians MP 24750 - Frogs and Toads MP 15140 - Crayfish--Life Cycle MP 23000 - Fish are Interesting MP 04100 - Animals that Live in the Surf MP 56575 - Sharks MP 68780 - Whales MP 33300 - Introducing Insects--Butterflies, Beetles & Bugs	92. Have students research and give oral reports on animals from different phyla. The reports should include how the animals move, reproduce, breathe, eat, and sense their surroundings. Along with each report, there should be a description of a job or hobby related to that particular phylum or animal, e.g. sponge fisherman, parasitologist, herpitologist, insecticide researcher, fisherman, duck hunter, or chicken rancher.	92. Each student will successfully complete the zoology report relating a job or hobby to the animal reported on. and express an interest or disinterest in the career reported on.

Resources	Activities	Performance Objectives
MP 67650 - Waters Around Us MP 42750 - Microscopic Wonders in Water Otay Water Dist.........................462-2222 Study Trip # 17- **Helix Irrigation District** Water Supply, Unitext (California State Textbook)	* 93. Use microscopes to study microorganisms. Discuss the importance of water purification and visit a water purifying plant.	93. The student will be able to describe in writing or with a diagram, the working of a water purification plant and list several community businesses that depend on pure water.
Study Trip # 3E - **Natural History Museum (3 weeks notice)**	94. Visit the Natural History Museum to observe specimens of animal life from each of the phyla. Interview a museum official to determine the types of jobs that a museum relies on, e.g. taxidermist, display builders, curators.	94. The student will be able to describe at least 2 jobs related to the museum and describe the training required for each.
A Sourcebook for Elem. Science, pp. 19-44 (California State Text) MP 06250 - Balance in Nature MP 00800 - Adaptations of Insects MP 32900 - Insect Collecting MP 32950 - Insect Foods MP 53550 - Wonder of Grasshoppers MP 43700 - The Monarch Butterfly Story	95. Start insect collections emphasizing classification and orderly identification. Invite an insect collector to class to get the activity started and have the collector discuss his or her hobby and potential related careers.	95. The student will display a like or dislike of insect collecting and describe how an insect related hobby could lead to a career.

Resources	Activities	Performance Objectives
Taxidermist 460-8241	96. Have a taxidermist visit class and discuss techniques of mounting different species.	96. The student will be able to briefly describe the steps used to mount an animal and relate the taxidermist's job to one or more school subjects.
Women's Auxiliary--S.D. Medical Society (for referral).......................282-9247 A Sourcebook For The Biological Sciences, pp. 14-16 & 482 (Calif. State Text)	97. Cut planaria into pieces and observe regeneration of body parts. Visit a medical research laboratory to talk with researchers on transplants, tissue rejection and regeneration in lower animals.	97. The student will be able to briefly describe why certain jobs in the field of medical research are constantly being created.

La Mesa-Spring Valley Science Objective: The student will demonstrate knowledge and skills in Ecology.

Career Education Concepts: B (98,99) D (100, 106) F (101) I (102, 103, 104) G (105)

Curriculum Considerations: Science, 7-8 (7)

Resources	Activities	Performance Objectives
Life Science Investigations: Man & the Environment pp. 221, 233 (Houghton Mifflin Publishing Co.) Order the game from: Houghton Mifflin Pub. Co. 777 California Ave. Palo Alto, Ca. 94304	98. Play the "Planet Management Game," prob. 16-1 of Man & the Environment, being sure to discuss the role of planet manager and its corresponding position or positions on earth today. With students working in teams of four and getting their information from a single source. The game can be played by an entire class at one time.	98. The student will be able to relate their roles in the Planet Management Game to decision making positions on earth today, during a group discussion. They will be able to state their own view of what an acceptable environment would be like.
Life Science Investigations: Man & the Environment pp. 287-325 MP 24830 - From the Face of the Earth MP 12930 - Cities in Crisis--What's Happening MP 11800 - The Changing River MP 05070 - Ark MP 01670 - Ah Man, See What You've Done MP 68950 - What Ecologists Do	99. Do problems 21-1 and 21-2 to investigate thermal pollution and its causes. These simulation games really involve students in business decisions and pollution awareness.	99. The student will be able to state 2 or more industries that seem to be the worst offenders in thermal pollution and describe one or more personal motives that led them to play the simulation game as they did.

Resources	Activities	Performance Objectives
Life Science Investigations: Man & the Environment pp. 264-285 Water Quality Control Board........286-5114 MP 62055 - Swimming Hole	100. After doing prob. 20-1 and 20-2 on water pollution, invite a local water pollution control officer to class to talk about the people involved in pollution control.	100. The student will be able to state 3 or more ways to get involved in water pollution control work.
MP 06250 - Balance in Nature Balance in Nature Unitext (Calif. State) MP 18710 - Ecology: Wanted Alive MP 47010 - Our Endangered Environment: Air **MP 47025 - Our Endangered Environment: Soil**	101. Use the booklet, Balance in Nature, to determine how man has at times upset nature's delicate workings.	101. The student will be able to list 3 or more of man's activities that have disrupted the balance of nature.
Environmental Development Agency, ...236-2011 MP 20125 - The Environment: Everything Around Us	102. Investigate careers in environmental impact statement writing and evaluating.	102. The student will state the history of environmental impact statement writing, the training involved, and the qualifications for this job.
Pamphlets available & possible speaker for large groups, Calif. State Fish & Wildlife.........................236-7311 Life Science Investigations: Man & the Environment pp. 193-209 MP 03500 - Animal Predators--Balance of Nature MP 43250 - Nature's Birds of Prey MP 26875 - Grassland Ecology--Habitats and Change.	103. Using Chapter 14 of Man & the Environment, investigate predator control and call the State Fish & Wildlife Dept. for the latest information on local programs. Find out about the types of jobs involved in administering the programs and who is responsible for making the policies.	103. The student will be able to describe one way in which a government agency influences the environment.

Resources	Activities	Performance Objectives
Life Science Investigations: Man & the Environment pp. 247-251 MP 46425 - Once Upon A Wilderness MP 14425 - Conquest of Giants MP 52800 - The Redwood Trees	104. Play "The Redwood Controversy" simulation game. Students should discuss their roles as leaders or lobbyists and how they felt about their roles.	104. The student will be able to describe how political forces can mold environmental policy and write a paragraph about the way they felt about the role they played in the game.
MP 52765 - Recycling Waste MP 52763 - Recycling in Action	105. Recycle aluminum, glass and paper as a class project and use the money for a study trip.	105. The class will be able to successfully fund a study trip through their recycling efforts.
Life Science: A Problem Solving Approach pp. 354-364 S.D.S.U. Ecology Dept..............286-5504 MP 38920 - The Lorax MP 68950 - What Ecologists Do	106. Using Life Science: A Problem Solving Approach, do problems 19-1 and 19-2. Discuss the role of ecologists in today's society and use a conference phone to call San Diego State University for information on training needed to enter the field.	106. The student will compare and contrast the simple experiments they have done with the training necessary to be an ecologist.

La Mesa-Spring Valley Science Objective: The student will demonstrate knowledge and skills in Human Biology.

Career Education Concepts: B (107, 110) F (108,111) D(109) K (112) C (113)

Curriculum Considerations: Science, 7-8 (7)

Resources	Activities	Performance Objectives
MP 00300 - About the Human Body MP 04150 - Animals with Backbones MP 44600 - Muscles & Bones of the Body	107. Compare the human skeleton with display model skeletons of several species to identify analogous bone structures.	107. The student will be able to express at least one way human bone structure is analogous to the bone structures of an animal.
Drug Education for You (DEFY)......236-3339 Smoking Research...................297-1643 MP 57915 - Smoking: It's Your Decision MP 57910 - Smoking and Health: A Report to Youth MP 17907 - Drugs: The First Decision MP 22957 - First Cigarette	108. Invite experts on smoking and drugs to speak about their impact on the body and ask them about careers in helping to solve these two health problems.	108. The student will be able to name 2 health careers that are related to smoking and drugs.
	* 109. Have students study the effects of exercise on the circulatory system. a) They can do any light exercise in class to elevate the heart rate and measure its slow down over a period of time after exercising. b) Ask the P.E. Instructor to talk about endurance, etc., and the need to know about the body. c) Invite a physical therapist to speak, or visit a research lab to see the latest research being done on fitness.	109. The student will be able to describe 2 or more physical fitness related careers and the training needed to get a job in each area.

Resources	Activities	Performance Objectives
Psychologist Women's Auxiliary to the S.D. Medical Society (for referral)............282-9247	110. Interview, by phone, a psychologist to learn the qualifications for the job and how the mental state can affect health.	110. The student will be able to describe 2 ways in which mental state can affect job performance and general health.
MP 41975 - Muscles and Movement MP 24700 - The Frog	* 111. Dissect a frog and compare organs and muscles to corresponding human structures. Pose the question, "Who needs to know about human anatomy in their everyday work?" and develop a contest, by class, to see which class can produce the longest list of jobs that involve knowledge of anatomy.	* 111. The class will be able to compile a substantial list of anatomy related careers.
Interaction of Man and the Biosphere pp. 97-107, (Rand McNally Publishing Co.) **LMSV Food Services Department** ....469-6171, Extension #71	112. Make a calorimeter and conduct experiments on heat values of foods. Invite a dietician to speak about their job and compare the calorie values you have calculated with standard values from the dietician's tables.	112. The student will be able to list 3 or more job titles that the dietician interacts with in the course of the dietician's work.
	113. Conduct a first aid class to qualify class members with high enough final scores to get a first aid certificate.	113. Student will be able to pass the first aid exam and name 3 or more careers where their new knowledge would be valuable.

La Mesa-Spring Valley Science Objective: The student will demonstrate knowledge and skills in Chemistry.

Career Education Concepts: C (115, 117) D (114) F (116) K (118)

Curriculum Considerations: Science, 7-8 (8)

Resources	Activities	Performance Objectives
S.D.S.U. Chemistry Dept............286-5595 MP 31400 - I Choose Chemistry	114. Call chemistry professor at S.D.S.U. or U.S.I.U. on a conference phone and discuss his career, and the various branches of chemistry.	114. The student will be able to state 2 or more jobs in the chemistry field and 2 or more related school subjects that would be valuable in preparation for a career in chemistry.
Office of Saline Water Laboratory..427-7000 MP 20500 - Evidence for Molecules & Atoms MP 20750 - Explaining Matter-Atoms & Molecules MP 20800 - Explaining Matter-Molecules in Motion	115. Build a simple solar still for purifying water and invite a water purification specialist to talk about his job.	115. The student will be able to identify from a list of school subjects those that would be useful in a career involving drinking water purification.
MP 41300 - Materials of our World MP 45150 - The Nature of Burning MP 22600 - Fire and Oxidation MP 67600 - The Water We Drink Pest Control--Hydrex Exterminating Co. 442-2668	116. Study the chemicals in daily use and interview by phone people involved with chemicals in their jobs, e.g.pest control company, pool service, toys and plastics.	116. The student will be able to name 5 jobs that are involved with chemicals.

Resources	Activities	Performance Objectives
	117. Visit a pharmacy to talk about organic chemistry in everyday life. Ask the pharmacist about his job preparation.	117. The student will be able to cite some school subjects that are needed to prepare for being a pharmacist.
American Society of Safety Engineers........................236-2207	118. Practice safe lab procedures and have a safety engineer visit the class to impress on them the importance of what might seem very dry. Have him discuss his job in terms of service to others.	118. The student will list 4 or more industries where a safety engineer could be employed to improve on the job safety.

La Mesa-Spring Valley Science Objective: The student will demonstrate knowledge and skills in Physics.

Career Education Concepts: C (119) D (120,123) F (121) I (122) J (124) M (125)

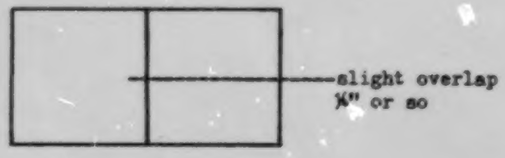
Curriculum Considerations: Science, 7-8 (8)

Resources	Activities	Performance Objectives
A Sourcebook for the Physical Sciences p. 582, (California State Textbook) S.D.S.U. Aerospace Engineering....286-6075 MP 53750 - Rockets: How They Work MP 53800 - Rockets: Principles & Safety	119. Investigate forces with the use of a simple home built wind tunnel and a double pan balance. Arrange a visit to a wind tunnel at Convair or S.D.S.U.	119. The student will be able to identify the main forces that act on an airplane in flight and state at least 2 uses of a wind tunnel.
S.D.S.U. Physics Dept.............286-6240	120. Tour the S.D.S.U. Physics lab on a Tuesday or Thursday afternoon to introduce the class to university level science and the people who are involved with it.	120. The student will compare orally or in written form the types of science experiences available in junior high and college.
S.D.G.& E..........................232-4252 MP 05775 - Atomic Power Production MP 38650 - Living with the Atom MP 42950 - The Mighty Atom - Electricity **MP 49350 - Petrified River: The Story of Uranium**	121. Do library research on the generation of electricity by nuclear power. Trace all the careers involved from mining the uranium to nuclear waste disposal after the reactor fuel is spent. Visit the San Onofre Nuclear Power Plant.	121. The student will be able to draw a diagram of the steps and jobs involved in the mining, refining, electrical power generation and waste disposal of nuclear fuels.
Solar Energy Uses - Sunwater Co..442-4742 **MP 61800 - Sun's Energy**	122. Build a solar still or solar water heating unit and search current periodicals for career information in the field of solar energy. Visit the Sunwater Co. in El Cajon to see solar powered products being produced and find out about the prospects for employment in this field in the future.	122. The student will be able to state the possible usefulness of solar power and the effects of government funding on research and job opportunities in new fields.

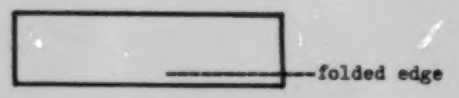
Resources	Activities	Performance Objectives
Study Trip #20 - KFMB-TV MP 19500 - The Electron: An Introduction MP 60675 - The Story of Electricicy; the Greeks	* 123. Demonstrate electron flow in a tube with a tesla coil and crookes tube and have the class develop a list of careers that depend on this phenomenon. Visit a TV station for a look at a few careers dependent on the above.	123. The student will be able to list 5 or more careers at a TV station and relate their existence to the discovery of electron flow.
Free Flight of S.D., Inc. (hang gliders)....................560-0888 MP 23480 - Flight: A New Awareness	124. Invite a hang glider enthusiast to explain his hobby and show his glider.	124. The student will realize and express orally or in written form the scope and limitations of hang gliding as a hobby, and realistically assess the income level and leisure time needed to enjoy the sport.
MP 40250 - Man in Flight, A Sourcebook for Elementary Science, p. 460 (California State Textbook) See worksheet on building hot air balloons. (Attached.)	125. Build hot air balloons with tissue paper and have a contest. Investigate the hot air ballooning hobby as a leisure time activity.	125. The student will be able to state a reason for an interest or disinterest in hot air ballooning as a possible future hobby.

HOT AIR BALLOONS

1. Glue 2 sheets of tissue paper together at a time to make the 5 basic panels.

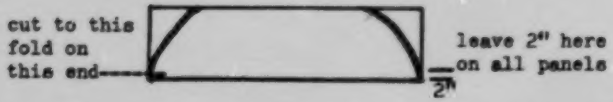

slight overlap
¼" or so

2. Fold all panels lengthwise.

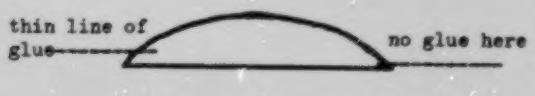

folded edge

3. Have your small model or design approved.

4. Cut your folded panels according to your pattern. Be sure all of your panels are all alike.


cut to this fold on this end
leave 2" here on all panels
2"

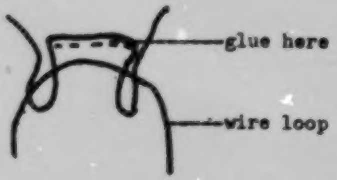
5. Lay your folded cut panels flat on the table. Put a thin continuous line of glue along the cut edge of the panel.


thin line of glue
no glue here

6. Lay the next panel down on top of the glued panel, matching the edges and carefully smoothing the glued seams. (CAREFUL! The wet tissue paper rips easily.)

7. When all panels are glued, figure out how much wire you will need for the bottom ring. Twist the wire to hold the circle shape.

8. Fold the bottom edge of each balloon panel up over the loop.


glue here
wire loop

La Mesa-Spring Valley Science Objective: The student will demonstrate knowledge and skills in Astronomy.

Career Education Concepts: D (126) J (127) C (128) K (129)

Curriculum Considerations: Science, 7-8 (8)

Resources	Activities	Performance Objectives
Intelligent Life in the Universe, pp. 420-430 by Sliklovskii & Sagan **MP 13925 - Communication: Twentieth Century**	126. Develop a code or method of communicating with extraterrestrial life.	126. The student will be able to communicate with symbols or mathematics to another civilization (another classmate who doesn't know the code).
National Aeronautics and Space Administration Office of Public Affairs 400 Maryland Avenue, S.W. Washington, D.C. 20546 **MP 30850 - How We Explore Space** **MP 65850 - Universe**	127. Assign a class member to write to NASA about career requirements for astronomers. Discuss with the class how the lifestyle of an individual is affected by working hours, etc.	127. The student will be able to state 2 or more ways that an astronomer's life is different from that of an ordinary citizen.
S.D.S.U. Astronomy Dept..........286-6182	128. Contact S.D.S.U. Astronomy Dept. to find out the specific courses of study needed to be an astronomer.	128. The student will be able to pick from a list of classes those most appropriate for training to be an astronomer.

Resources	Activities	Performance Objectives
Small telescope	* 129. Project sun spots onto a sheet of paper over a period of days to observe the solar storm activity and record the rotation of the sun. Have students research the people and jobs affected by solar storms. (radio communications, radio astronomy) CAUTION! Never look at the sun through a telescope without a special sun filter attached. Line up the projected image using the shadow of the telescope as a guide.	129. The student will be able to list 2 or more businesses that are affected by solar storms.

La Mesa-Spring Valley Science Objective: The student will demonstrate knowledge and skills in Oceanography & Geology.

Career Education Concepts: K (130,132,133) E (131, 132) D (141, 134, 138) M (139) F (140) H (135) I (136) J (137)

Curriculum Considerations: Science 7-8 (8)

Resources	Activities	Performance Objectives
Rock tumbling & polishing set MP 53850 - Rocks and Minerals Study Trip #3e - **Museum of Natural History**	130. Form a company to process and sell polished rocks for key chains, necklaces, etc., and invite a rock hound/jewelry maker to speak to the class about his hobby.	130. The student will be able to explain the ways a company depends on many different kinds of workers.
Study trip #49 - Scripps Institute of Oceanography	131. Visit the Scripps Aquarium and arrange to talk with a person in charge of exhibits to talk about his work.	131. The student will be able to describe the types of duties performed by the exhibit manager and the environment necessary for his job to exist.
Whales-Community Educational Resources Whale Watching Kit MP 16780 - Desert Whales MP 68780 - Whales	132. Take a whale watching trip in January or February and interview all the people involved in the operation.	132. The student will be able to list 3 facts about the whaling industry.

Resources	Activities	Performance Objectives
See resources for Kelp in Botany section.	133. Study the economic importance of kelp to the San Diego area and the wide variety of jobs that rely on the products derived from kelp.	133. The student will orally describe 1 or more jobs that depend on the use of kelp.
Geology & Earth Science Sourcebook, pp. 107-109 S.D.S.U. Geology Dept.............286-5586 MP 18100 - The Earth in Change, The Earth's Crust	134. Build a simple seismograph & talk with specialists in the field about job opportunities.	134. The student will successfully build and operate a model seismograph and describe the level of education needed to interpret the information it supplies.
Quarry-H.G. Fenton Material Co., ...283-3971	135. Visit a quarry or sand plant and note all of the jobs involved in running the operation. Interview workers if possible.	135. The student will describe 2 or more jobs related to quarry activity.
Geology & Earth Sciences Sourcebook, pp. 13-16 Career Center-LPJH, "Desert Discovery" slide-tape presentation on mining and agriculture in Calif. deserts	136. Identify some mineral samples using a key and investigate the work of geologists in finding valuable mineral deposits.	136. The student will be able to correctly test and identify 2 out of 3 mineral samples and state at least 1 way that geologists locate valuable mineral resources.

Resources	Activities	Performance Objectives
MP 64160 - Trail Bikes	137. Tour an area near school to look for erosion damage. Note minibike damage to hillsides, and discuss how leisure time experiences affect the environment.	137. The student will be able to sketch erosion scars and identify 1 or more ways to eliminate them in an area.
S.D.S.U. Geology Dept...........286-5586	138. Visit the geology labs at S.D.S.U. and interview a geology professor or teaching assistant about career opportunities and educational requirements.	138. Each student will be able to pick at least 2 courses relevant to geology from a list of college courses.
Oceanographer-Lockheed Oceanographic Laboratory ....298-8245 MP 08200 - Biography of a Fish MP 11650 - Challenge of the Ocean: Oceanography	139. Study the major currents of the world and the instruments used to measure them. Invite an oceanographer to speak on measurements taken of the oceans and what differences there are between his ocean duties and shore work.	139. The student will be able to state 2 or more differences in ocean going and shoreside duties of an oceanographer, and will state a personal interest or disinterest in this type of work.

Resources	Activities	Performance Objectives
MP 23180 - Flare Career Pictures	140. Conduct a contest between classes to see which class can name the most oceanographic related careers.	140. Each class will be able to list collectively at least 12 oceanographic careers.
Call the UDT base on Coronado's Silver Strand for a speaker and film.............................. 437-2265	141. Invite a guest speaker on underwater demolition training in the Navy.	141. The student will name the kinds of training that are necessary to work in underwater demolition.

La Mesa-Spring Valley Science Objective: The student will demonstrate knowledge and skills in meterology.

Career Education Concepts: D (142) K(143) M (144)

Curriculum Considerations: Science, 7-8 (8)

Resources	Activities	Performance Objectives
Newspaper	142. Collect the daily weather map from the paper and correlate the information with daily records kept by the class during the trial period.	142. The student will be able to see a pattern that relates their measurements and the daily weather patterns of the area, and assess the worth of their work as a way to prepare for a career in meterology.
MP 65400 - Unchained Goddess MP 68350 - Weather Scientists MP 32100 - The Inconstant Air MP 18300 - The Earth - Its Atmosphere MP 21100 - Eyes In Outer Space	* 143. Visit a weather bureau and discuss the requirements for a meterology career with the person in charge. a) When you return to school, list and discuss related careers, (e.g., equipment repair, forecaster, satellite construction, photo interpretation, hurricane hunters, etc.) b) Bring in the interdependence with the fields of oceanography, communications, NASA, earth resources research, FAA flight service stations.	143. The student will be able to list 5 or more careers related to meteorology.

Resources	Activities	Performance Objectives
Basic weather instruments	144. Set up a school weather station manned by volunteer students. Have them establish their own work schedule and take readings daily to put reports into the school bulletin. (M)	144. The student volunteers will successfully operate the weather station after choosing to establish it, and will be able to state reasons why they enjoyed or did not enjoy the experience.

Language
Arts

EXIT LEVEL PERFORMANCE AREAS - LANGUAGE ARTS	ACTIVITY NUMBER		
	K-3	4-6	7-8
READING			
Comprehension	36, 52, 53, 67, 68	89, 108	142, 145
Study Reference Skills	33, 72, 69	88, 90*	138*, 141, 146, 159, 168, 188, 211, 214
Vocabulary	29, 34, 75	109*, 124	176
Word Structure	30, 31, 32, 35, 54, 71	87, 106, 107	
Careers	7, 9, 23, 28*, 37, 38, 50, 54, 55, 71	123	140, 144, 151
Literature Skills	73*, 74		139, 143
Affective	56		153*
Reading Application	6*, 8, 10, 51		
WRITING			
Composition	39, 59*, 81	110, 112	149, 155, 163
Written Expression	11, 12, 13, 41, 42, 84, 43*, 44, 60*, 61, 62, 79, 82	91, 92, 93, 95*, 111 125, 126, 127, 129 130	156*, 157, 162*, 164, 165, 166, 167, 180, 182, 197, 199, 204*, 205, 206, 207, 212, 215*, 216
Letter Writing	58, 76	94*, 113*	
Mechanics	14*, 45*, 75, 77, 78, 80		147, 150*, 161, 168, 218
Spelling	40, 57, 70, 85		160, 213
Form Completion	83*, 86*	114*	148, 152, 154, 158
SPEAKING			
Oral Presentation	27	117, 133	210, 217
Group Discussion Skill	22, 26, 48, 65	100, 115, 118, 134	
Verbal Communication	4, 5, 24, 47, 63	96, 97, 98, 99, 101, 102 116, 128, 131, 132	
Interviewing	23, 25, 46, 49*, 64	122*, 135	169*, 170, 171, 175, 181, 195
Foreign Language			185
Informal Speaking	21, 26, 49*, 66		172, 173, 174, 178, 179, 194, 201, 208
Formal Speaking			177, 183, 184, 198, 199, 202, 209

EXIT LEVEL PERFORMANCE AREAS - LANGUAGE ARTS	ACTIVITY NUMBER		
	K-3	4-6	7-8
LISTENING			
Detail	1*, 15, 20	120, 137	
Summarization	3	103, 105, 119, 136*	191*
Interpretation	18*	104, 121	187, 193*, 196, 200, 203
Analyzation	2, 17, 19		190
Recall	16		186, 189 , 192

CONTENTS OF (*) ACTIVITIES FOR CAREER EDUCATION LEAD TEACHERS

LANGUAGE ARTS

Grade	Activity Number	Skill Performance	Page
K	1	Detail	197
	6	Reading Application	199
	14	Mechanics	200
1	18	Interpretation	201
	28	Careers	205
	43	Written Expression	209
2	49	Informal Speaking	210
	59	Composition	213
	60	Written Expression	213
3	73	Literature Skills	217
	83	Form Completion	219
	86	Form Completion	219
4	90	Study Reference Skills	220
	94	Letter Writing	222
	95	Written Expression	222
5	109	Vocabulary	227
	113	Letter Writing	229
	114	Form Completion	229
6	122	Interviewing	233
	130	Written Expression	236
	136	Summarization	239
7-8	138	Study Reference Skills	240
	150	Mechanics	248
	153	Affective	252
	156	Written Expression	254
	162	Written Expression	256
	169	Interviewing	259
	191	Summarization	267
	193	Interpretation	267
	204	Written Expression	268
	215	Written Expression	272

La Mesa-Spring Valley Language Arts Objective: The students will have a variety of instructional experiences for the development of listening.

Career Education Concepts: A (1,2) E (3)

Curriculum Considerations: Language Arts, K-3 (K)

Resources	Activities	Performance Objectives
Conference Phone	* 1. Class discussion: Why is listening important? a) Name careers which require good listening skills. b) Visit or call on conference phone, a receptionist or telephone operator.	1. The student will name two careers that need good listening skills.
	2. Guest speakers: Sportscaster, reporter, etc. Ask children to listen for specific ways these careers use listening skills.	2. The student will tell one way a given career used listening.
	3. Read a biography of a famous person. Listen for three things they did in their chosen career.	3. The student will name one event for the given career.

La Mesa-Spring Valley Language Arts Objective: The student will have a variety of instructional experiences for the development of effective verbal communication.

Career Education Concept: B (4,5)

Curriculum Considerations: Language Arts, K-3 (K)

Resources	Activities	Performance Objectives
SRA Focus on Self Development Kit	4. "Child of the Day" sits in the middle of circle of class members. Each states something they like about him. Leader writes down statements of children placing them around "Self-Portrait" of child.	4. The child will name two things class members stated they liked about him or her.
	5. **Students develop a mural about** themselves showing the activities they like to do.	5. The child will name one activity he/she likes to do.

La Mesa-Spring Valley Language Arts Objective: The student will achieve an understanding of word structure necessary to the reading process.

Career Education Concepts: C (6,7,8,9) D (10)

Curriculum Considerations: Language Arts, K-3 (K)

Resources	Activities	Performance Objectives
Education: Who Needs It? (Reading)	* 6. Tour the school to see all the ways reading is used.	6. The student will name two careers that need reading.
Career Pictures	7. List careers or cut out pictures of careers that use reading.	7. The student will draw two careers that need reading.
Cross-age tutors.	8. Invite an upper grade student to tell class how they use reading.	8. The student will tell one reason the upper grader needs reading.
	9. Guest Speakers: Parents stress the importance of reading to their career.	9. The student will tell two ways reading is important for a given career.
Study Trip #10 - **El Cajon Californian**	10. Newspaper office study trip to discover why various workers learned to read and how this skill is necessary to their career.	10. The student will tell when a given career person learned to read.

La Mesa-Spring Valley Language Arts Objective - The student will develop the ability to communicate ideas and feelings effectively through writing.

Career Education Concepts: C (11,12,14) A B (13)

Curriculum Considerations: Language Arts, K-3 (K)

Resources	Activities	Performance Objectives
Education: Who Needs It (Language Arts) Career Pictures	11. Class discussion: Which working people use writing in their job? (Secretary, teacher, postal clerk, librarian, etc.)	11. The student will name two working people who use writing in their careers.
Magazines Children's Dictionary of Occupations	12. Bulletin board display: Children drawn or magazine pictures of working people who use good handwriting in their jobs.	12. The student will illustrate one career which uses good handwriting.
school or business secretary	13. Guest speaker: School secretary to discuss how handwriting is used in this job. Teacher written or class signed thank you letters to speakers.	13. The student will describe two ways a secretary uses handwriting.
Career Letter of the Day Center (Available through Career Ed. office)	*14. Small group discussion: Who needs to be able to identify and write letters of the alphabet? Why? a) Develop a learning center around careers which use the alphabet. b) Practice tracing letters of the alphabet and various career words.	14. The student will tell one reason why some jobs use the alphabet.

La Mesa-Spring Valley Language Arts Objective: Students will have a variety of instructional experiences for the development of listening.

Career Education Concepts: F (15,16,17,18,19) C (20)

Curriculum Considerations: Language Arts, K-3 (1)

Resources	Activities	Performance Objectives
Work Bingo Peabody Kit Career Pictures	15. Discuss what a career is and career names. Play Work Bingo: Student listens for career named and finds it on the card.	15. The student will find three careers on Bingo Card.
Peabody Kit Careers and tool pictures	16. Teacher names a career and child writes beginning letter, draws one tool for the given career, ending letter, etc.	16. The student will name the beginning letter for two different careers.
	17. Teacher reads career riddles to class. Children guess the career. (I'm thinking of a career that rhymes with look, uses pots and pans and is called a ____________.)	17. The student will identify one correct career for a given riddle.
	*18. Student role-plays a career and class guesses the name.	18. The student will role-play one career.
	19. Play five questions about a career. Students ask five questions and they try to guess career.	19. The student will identify one career for the class.

Resources	Activities	Performance Objectives
	20. Children listen to directions that would be given by a person in a career; i.e., telephone operator, "What number did you want?"; fireman, "Stand back, please, let the hoses through."; etc.; and guess the career of the person giving the direction. Children name careers in which following directions is important.	20. The student will identify the career for a given set of verbal directions.

La Mesa-Spring Valley Language Arts Objective: The students will develop effective communications.

Career Education Concepts: A (21,23,26) E (22) F (24) D (25) G (27)

Curriculum Considerations: Language Arts, K-3 (1)

Resources	Activities	Performance Objectives
Tape recorder	21. Tape record children's voices describing favorite things. Listen to tapes and discuss how these things could lead to a career choice.	21. The student will name two things they like.
Free To Be You And Me MP 44175 - Mothers: What They Do MP 34534 - Jobs in the City: Women at Work	22. Class discussion: Jobs of women today and yesterday. a) Illustrate one job from the past and one for the present. b) Children verbally describe a job and class members give names.	22. The student will name two careers for women: one for the past, and one for the present.
Interview form, p. 432 Come to Work With Us...T.V.Station	23. Conference phone: interview a sportscaster or reporter to learn about communication skills needed for their career.	23. The student will describe two ways the interviewed career uses oral language.
Books: Dr. Seuss and other riddle books. (consult school librarian)	24. Career riddles: Student or teacher written career riddles are read to class and children name career (I like training animals, you will find me near the ocean at Sea World. What am I?").	24. The student will guess the career correctly for two given riddles.

Resources	Activities	Performance Objectives
	25. Guest speakers: Children take turns introducing guest speakers and after speaker has left, give one minute summaries of career described.	25. The student will introduce one speaker.
	26. Students orally describe the work they do at home.	26. The student will give one job he does at home.
What I Want to be When I Grow Up, Carol Burnett	27. Each student will orally tell in small groups two careers that interest them and why.	27. The student will give two careers of interest.

La Mesa-Spring Valley Language Arts Performance Objective: The student will achieve an understanding of word structure necessary to the reading process.

Career Education Concepts: F (28,30,55) C (29,31,34,36,37) D (32) E (33)

Curriculum Considerations: Language Arts, K-3 (1)

Resources	Activities	Performance Objectives
	*28. Develop a workers' scrapbook showing careers which require reading.	28. The student will draw one career which requires reading.
Bank Street Reading Series *People Read* p. 2	29. Read pp. 4-9: Discuss all the places people read. Make signs, etc.	29. The student will name three places people read.
What is a Worker?, Barbara Gaughen	30. Read books about various careers and workers. Class discuss.	30. The student will read one career related book.
Come to Work With Us Books	31. Conference phone: Call an author. Discuss how reading is important to writing.	31. The student will tell one way an author uses reading.
	32. Class interview: A letter carrier. Discuss how he uses reading and have him describe post office careers and how reading is necessary.	32. The student will tell one way the letter carrier uses reading.
101 Ways to Use the Newspaper In The Classroom	33. Class discussion: The need for newspapers and their purpose. Produce a class newspaper.	33. The student will describe two reasons for the newspaper.

Resources	Activities	Performance Objectives
	34. Write career sentences on sentence strip paper. Cut words apart and children unscramble words and put them in proper sequence.	34. The student will place words for one sentence in proper sequence.
	35. Career roll: List careers of characters in reading text books as they are discovered. a) For characters without named careers, guess what job they could perform. b) Draw picture of characters and write career names for matching games.	35. The student will identify the career for a given character.
Curriculum Strategies (Guide) Santa Barbara Career Education Project 1974 Janet and Mark p. 25 Outdoors and In p. 26 City Pays, City Ways pg. 27 Around the Corner pp. 30-34 Real and Make Believe pp. 35-36	36. Reading: Use career activities appropriate for reading groups and individualized reading lesson.	36. The student will name the careers discussed after reading the story.
Bank Street Reading Series People Read p. 2 "Who are They" pp. 19-27 "Someday" pp. 28-34 "Fire" pp. 45-53 Around the City "City Houses"	37. Children read pages and careers discovered. a) Leader calls out name of a career, children hold up the initial letter for career.	37. Given a list of four careers the student will be able to name initial consonant.

Resources	Activities	Performance Objectives
	b) Children read sentence strips describing career of the story and match the career name. (i.e.: "In the morning a man comes. He comes up the street. He goes to all the houses. Who is he?" - Mailman.) c) After reading story, children place sentence strips about the story under the correct title.	
Jelly Bean Company : Construction MP 34530 - Jobs in the City: Construction MP 09595 - Building a House Come to Work With Us: House Construction	38. Children list and draw pictures of various workers involved in building a new structure. Pictures can be pasted in sequence on mural paper and developed into a "talking mural"..."I am__________. I am the architect who drew the plans for the building."	38. For a given paragraph the student will be able to list career events in sequence.

La Mesa-Spring Valley Language Arts Objective: The students will develop the ability to communicate ideas and feeling effectively through writing.

Career Education Concepts: C (39,40,45) G (41) F (42,44) B (43)

Curriculum Considerations: Language Arts, K-3 (1)

Resources	Activities	Objectives
Chart paper	39. Write a class chart story about a career and children copy it for their career diary.	39. The student will copy one career chart story.
	40. List careers on a career roll. a) Alphabetize the career. b) Learn to spell easier careers from bonus words on spelling test.	40. The student will spell two careers correctly.
	41. Students write one sentence naming their parents' career, and one sentence describing it.	41. The student will write one sentence about a parent's career.
See Interview Form p, 432	42. Write rimple questions for use during a career interview and personal thank you letters to guest.	42. The student will write one question for a career interview.

Resources	Activities	Performance Objectives
DUSO Kits SRA Awareness Kit Level I MP 72675 - Your Self Image MP 08940 - Boys & Girls: Alike and Different Feelings Tape (available at C.E. Office)	* 43. Self Awareness: Mini book Children make "All About Me" Books: I am_______, I have_______ eyes. I have_______hair. I am _______ years old. I can_______. I like to _______. I don't like to _______. I am happy when I _______. I like the color _______. This is my family: My Daddy is a _______. My Mommy is a _______. When I grow up, I want to be a _______.	43. The student will write one "All About Me" book.
	44. Child keep a class diary (log) of guest speakers and career interviews.	44. The student will contribute one written page of two sentences to the career diary.
	45. Class discussion: Why is writing important to any career?	45. The student will name one way writing is important to a career.

La Mesa-Spring Valley Language Arts Objective: Students will develop effective verbal communication.

Career Education Concepts: A (46,47) F (48,49)

Curriculum Considerations: Language Arts, K-3 (2)

Resources	Activities	Performance Objectives
Tape Recorder Interview Form, p. 432	46. Introduce interviewing techniques (listen to interviews) and children practice taping interviews with each other or career people. Evaluate together. Orally interview own parents to discover information about their chosen field of work.	46. The student will ask one question for a given purpose.
Conference phone	47. Call Pacific Telephone and talk with employees or manager about oral communication skills needed for working with the public.	47. The student will relate one way good communication is necessary when dealing with the public.
MP 25840 - Get the Message	48. After viewing film, orally discuss careers noticed and communication skills necessary for job performance.	48. The student will give two careers seen in a given film.
	* 49. Play worker warm-up: Orally name as many careers as each student can in one minute	49. The student will name five or more careers in one minute.

La Mesa-Spring Valley Language Arts Objective: The student will achieve an understanding of word structure necessary to the reading process.

Career Education Concepts: [illegible]

Curriculum Considerations: Language Arts, K-3 (2)

Resourses	Activities	Performance Objectives
Come to Work With Us Books The Day Charlie Didn't Come	50. As books are read: Children list careers uncovered on a career roll. Illustrate careers in which interested.	50. The student will identify the career read about in the story.
Shirley McManus (fee charged) Puppets-Please Readers Theater Plays	51. Guest speaker: Shirley McManus to discuss puppetry and the necessity of reading fluently for a good play.	51. The student will tell one way reading is used for plays.
Curriculum Strategies Santa Barbara Career Education Project, 1974.	52. Use career activities appropriate for reading group or individualized reading lesson.	52. The student will orally name the careers discussed after reading the story.
All Through the Years pp. 37-41 My City pp. 43-51 Uptown, Downtown "City Water" pp. 41-45 MP 50200 "Pipes in the House" MP 34533 "Jobs in City Services" MP 66400 "Visit to the Waterworks"	53. Children tell story of how water comes from reservoir to their houses by arranging sentences in sequence. a) List the people involved in bringing water to their houses. b) Draw pictures of each worker listed and write an appropriate sentence about each job. (These may be made into individual booklets or made into a class mural.)	53. The student will list in sequence the workers necessary to bring water to their home.

Resources	Activities	Performance Objectives
Uptown, Downtown "Food for the City" pp. 67-70 MP 23675 "Food for the City: Produce MP 63900 "To Market, to Market" MP 63975 "Tomatoes - From Seed to Table" MP 06200 "Bakery Beat" MP 07550 "Behind the Scenes at the Supermarket"	54. Discuss the types of transportation involved in bringing food to the city and the types of jobs required. Develop a "picture reel" to show steps in bringing food from farm to the table.	54. The student will list four food related careers.
	55. List all the careers of the people in the story.	55. The student will list the careers of the story.
Uptown, Downtown "The Fast Red Taxi" pp. 130-137 Come to Work With Us: Toy Factory	56. After children discuss their own talents, they may make toys for some worthy recipient (Toys for Tots). Discuss toymakers	56. The student will name two things a toymaker does.
	57. Spelling: a) Class discussion: Why is spelling important in jobs? b) Guest speaker: The school secretary to explain how spelling is used in this job. c) List careers that use spelling. d) Interview or visit the school librarian to see how spelling and alphabetizing is used. e) Make a talking mural of careers telling how spelling is used.	57. The student will give two reasons why spelling is important to a career.

La Mesa-Spring Valley Language Arts Component: Students will develop the ability to communicate ideas and feelings effectively through writing.

Career Education Concepts: C (58,62) F (59) G (60) E (61)

Curriculum Considerations: Language Arts, K-3 (2)

Resources	Activities	Performance Objectives
MP 43625 - Modern Post Office **MP 39750 - The Mailman** **MP 47350 - Our Post Office** **MP 51100 - Postman: Rain or Shine** Conference phone Letter Writing Learning Center (available at Career Ed Office) Study Trip #24 - **La Mesa Post Office**	58. Class discussion: Letters and the Post Office. a) Write letters to one another. Stress good handwriting on envelope. b) Interview post office workers, and discuss good handwriting skills. c) Write thank you letters to people who have been guest speakers. d) Write a book about the post office with each student contributing one page. e) Print or write letters to "secret pal" in classroom. May be extended to "Pen Pals".	58. The student will tell two reasons why writing should be done neatly.
Career Pictures	* 59. Write paragraphs: Write a job description to accompany a picture of a worker.	59. The student will write one sentence about a career.
	* 60. Pretend to have a career and write about an experience that could occur while working on the job.	60. The student will write one career related experience.

Resources	Activities	Performance Objectives
	61. Teacher relates a career problem and each class member will write a solution.	61. The student will write one solution to one career problem.
	62. Poetry: Write a career related poem. a. Career-O-Grams Example: People who fly In Large airplanes Over The land and sea.	62. The student will write one career poem of three lines or more.

La Mesa-Spring Valley Language Arts Objective: Students will develop effective verbal communication.

Career Education Concepts: G (63,64) I (65) K (66)

Curriculum Considerations: Language Arts, K-3 (3)

Resources	Activities	Performance Objectives
	63. Play "What's My Line?", a quiz show based on children's questions for a given career.	63. The student will name the career after the set of questions have been asked.
MP 54950 - School for Ted	64. Individual class members interview school workers (tape record if possible).	64. The student will describe two facts learned in this interview.
MP 20400 - Everyone Helps in a Community	65. Verbally compare jobs of today with jobs of yesterday.	65. The student will describe how one job of yesterday compares with one job of today.
	66. Prepare a one-minute talk "Every worker is important, because....."	66. The student will be able to orally give one complete sentence to tell why every worker is important.

La Mesa-Spring Valley Language Arts Objective: The student will achieve an understanding of word structure necessary to the teaching process.

Career Education Concepts: C (67,68,69,70,75) F (71,72) A (73,74)

Curriculum Considerations: Language Arts, K-3 (3)

Resources	Activities	Performance Objectives
Curriculum Strategies (Guide) Santa Barbara Career Education Project 1974.	67. Use career activities appropriate for reading groups and individualized reading lessons.	67. The student will orally name the careers discussed after reading the story.
Round the Corner, MacMillian "Blue Jeans, the All American Pants" pp. 137-143 MP 13525 "Clothing - A Pair of Blue Jeans". MP 13500 "Clothes We Wear"	68. Children list steps in making blue jeans. Include changes necessary for making quality produce.	68. The student will name three careers in the blue jean industry.
Round the Corner, MacMillian "The Latest News" pp. 100-105	69. List steps necessary to get news to paper for a given story.	69. The student will be able to write a headline for a given story.
Children's Dictionary of Occupations	70. Spelling: a) Make a career dictionary. b) Use difficult career words as extra credit words. c) Interview an author and discuss how spelling affects his career. d) Invite an upper-grade or high school student to tell the class how they use spelling in their grades and their future hopes.	70. The student will name two careers and tell how spelling is used by each.

Resources	Activities	Performance Objectives
	71. Dramatize career described in the stories read.	71. The student will dramatize one career.
Newspapers	72. Display newspaper pictures of careers after children have read the articles that accompany the career.	72. The student will give one fact about the career shown in the picture.
Conference phone	*73. Class discussion: Where do the stories we've read come from? What do authors do? Why is their job really important? Call a local author.	73. The student will tell two things an author does.
MP 60550 - Story of a Book	74. Do research on storytellers, television program writers and authors of plays, etc.	74. The student will tell two facts he or she learned about the career researched.
	75. Develop a career word list using words learned while doing research on a career.	75. The student will name two career related words.

La Mesa-Spring Valley Language Arts Objective: Students will develop the ability to communicate ideas and feelings effectively through writing.

Career Education Concepts: C (76,77,78,79,80,82,85) F (81,83,84) B (86)

Curriculum Considerations: Language Arts, K-3 (3)

Resources	Activities	Performance Objectives
Telephone directory - Yellow Pages Letter Writing Learning Center (available at Career Ed Office)	76. Write a letter to a business person asking him to explain how he uses writing in his daily work.	76. The student will write one letter to a business person.
Conference phone	77. Call the newspaper and interview people who use writing each day. a) Write a short story "A Newspaper Reporter Uses Writing Everyday." b) Write a class newspaper - each student role-play different careers.	77. The student will name two newspaper careers that use writing each day.
	78. List careers that need handwriting skills.	78. The student will list more than five careers that use handwriting.
	79. Interview the school secretary or principal to see how they use writing.	79. The student will tell twenty-one ways the interviewed person uses handwriting.
	80. Handwriting Center: Practice writing career names, stories about careers, write in career diary, etc.	80. The student will perform two activities in the writing center.

Resources	Activities	Performance Objectives
Career Pictures	81. Career picture: Place in a box and students choose one and write all the facts they learned about the career.	81. The student will write more than two facts about a selected career.
MP 53650 Robert McCloskey Books by Robert McCloskey	82. View films and read books. Discuss the background and education utilized in the production of a children's book.	82. The student will name two ways education is used in the making of a child's book.
	* 83 Guest speakers or interviews are conducted. Fill out a 3X5 index card on each career. File for future reference.	83. The student will fill out one index card for one career.
Newspaper Comics Popeye Career Comic Books	84. Use comic strips depicting a career. Write captions to go with each.	84. The student will write one caption for a career comic strip.
	85. Develop the following: a) Career word search. b) Career word scrabble. c) Career crossword puzzles.	85. The student will construct one career crossword puzzle.
Sample Application p. 230	86. Fill out a job application. Note necessity of neatness and accurate spelling.	86. The student will tell why neatness is important in filling out a job application.

La Mesa-Spring Valley Language Arts Objective: To achieve an understanding of word structure necessary to the reading process.

Career Education Concept: C (87,88,89,90)

Curriculum Considerations: Language Arts, 4-6 (4)

Resources	Activities	Performance Objectives
MP 34530 - Jobs in the City - Construction MP 34531 - Jobs in the City - Distribution MP 34533 - Jobs in the City - Services MP 34534 - Jobs in the City - Women at Work MP 34532 - Jobs in the City - Manufacturing	87. Homonyms: View suggested films, students listen for homonyms. (Ex: pane - pain; awl - all): a) Make a chart with all homonyms the children find: b) Circle those that have career connected identities.	87. Given a "selected" group of words, the student will be able to list homonyms and star those which are involved with occupations.
Children's Dictionary of Occupations	88. Read career descriptions from the career dictionary: a) Guess career from the clues; b) Variation: children are given career names and they write descriptions.	88. The student will identify two careers from the given definitions.
Education: Who Needs It? (Lang. Arts)	89. View filmstrip. Discuss importance of language arts to one's career.	89. The student will write two ways education can affect a career.
	•90. Dictionary career search: a) Divide class into teams; b) Show career words and first team to find word gets points; c) Alphabetize career words; d) Use career words as bonus words on spelling test.	90. The student will be able to locate three career words in the dictionary.

La Mesa-Spring Valley Language Arts Objectives: Students will develop the ability to communicate ideas and feelings effectively through writing.

Career Education Concepts: F (91,94) C (92,93,94) L (95)

Curriculum Considerations: Language Arts, 4-6 (4)

Resources	Activities	Performance Objectives
Study trip #24 - La Mesa Post Office **Study trip #54 - Spring Valley Post Office**	91. Visit a Post Office: a) Appoint different committees to interview the people who carry out the different tasks performed in the Post Office. b) Use interview form p. 432.	91. Using the form, the student will answer three of the questions orally.
	92. Play writing: a) Discuss the theater, actors, writers, etc. all possible careers. b) Write a play. c) Produce and perform the play. d) Discuss careers involved and education for each. e) Read a play and perform for another class.	92. The student will be able to name three careers involved in producing a play.
MP 15200 - Creative Cartoons **Popeye Career Comic Books**	93. Cartooning: a) Conference phone call to cartoonist. b) Discuss process of cartooning and how cartoons communicate. c) Write a cartoon strip.	93. The student will name three careers involved with cartooning.

Resources	Activities	Performance Objectives
MP 43625 - Modern Post Office MP 51100 - Postman: Rain or Shine MP 47350 - Our Post Office Chart displaying post office procedure obtained from Post Master.	• 94. Role Play: Set up a post office in the classroom and appoint post office workers. a) Write a friendly letter to someone in the room. b) Address an envelope correctly. c) Role play the procedure it takes to have this letter delivered, using mock post office set-up. d) Write a formal letter thanking the postal employees for their time and consideration. e) Discuss with the students their civic responsibility concerning other people's mail.	94. The student will be able to name two jobs that are involved in the operation of the post office.
See sample interview form, p. 432	• 95. Interview parents about careers and write a three paragraph report describing the occupation.	95. The student will write three sentences describing their parent's occupation.

La Mesa-Spring Valley Language Arts Objectives: Students will develop effective verbal communication.

Career Education Concepts: A (96,97) B (98) C (99,100,101,102)

Curriculum Considerations: Language Arts, 4-6 (4)

Resources	Activities	Performance Objectives
Career Pictures. Book: Promise of the Rainbow by Rosalie Fry Farrar Publishing Company	96. Role Play: Show students a career picture depicting a work situation. a) Children give their interpretation. b) Explain how they might solve the situation.	96. For a given career picture, the student will orally discuss the career.
MP 49025 - People Are Different and Alike	97. Play a game like "What's My Line" only call it "Who Am I?" Have someone describe another person in the room and see if the class can guess who it is.	97. The student will be able to list two ways they are alike or different from their peers.
MP 20360 - Everyday Courtesy	98. Have the students tell things they do each day that show that they are courteous. a) Describe how courtesy is important in a work situation. b) List careers that depend on courtesy.	98. The student will be able to tell ways workers are courteous to co-workers.
	99. Role Playing Situation: Divide class in half. Pantomime career-guess career. Use verbal communication when career isn't guessed.	99. The student will describe orally how verbal communication is important in a career.

Resources	Activities	Performance Objectives
The Jelly Bean Company Kit "Education:Who Needs It?"	100. Jelly Bean Company Kit a) Give clues - guess career. b) Discuss jobs vs. ability to perform. c) Discuss school subjects and career of repair person.	100. The student will relate orally two school subjects and possible related careers.
Teletrainer Kit - Pacific Telephone Company	101. Use Teletrainer Kit a) Practice making phone calls. b) Write questions to ask about careers - role play calls to employers. c) Discuss phone company careers.	101. The student will make one phone call and ask three career related questions.
Career Pictures What I Want to be When I Grow Up, Carol Burnett	102. Class discussion: Career Pictures. a) Discuss what pictures had in common. b) Look for similiar careers in the community. c) Orally describe careers.	102. The student will orally describe three community careers.

La Mesa-Spring Valley Language Arts Objective: Students will have a variety of instructional experiences for the development of listening.

Career Education Concept: C (103,104,105)

Curriculum Considerations: Language Arts, 4-6 (4)

Resources	Activities	Performance Objectives
MP 18850 - Effective Listening See Community Resource File	103. After viewing film, Effective Listening, a) List the importance of good listening skills. b) Discuss which careers require good listening skills, (i.e.: reporter, interpreter, secretary, court reporter). c) Interview someone in such an occupation and have interviewee stress the importance of listening skills.	103. The student will be able to name at least two careers that require good listening skills and be able to explain why such skills are needed.
SRA Reading Lab - 5th Grade Kit (Skill Builder #4 - America's First Submarine Skill Builder #8 Rodgers and Hammerstein)	104. The use of the SRA reading laboratory helps to develop good listening skills. a) Listen to a guest speaker (parent). b) Answer questions about the talk.	104. Students will demonstrate that they are good listeners by answering the questions asked at the conclusion of the guest speaker's talk.
Education: Who Needs It? (Language Arts)	105. Listen to filmstrip/cassette. Discuss possible careers related to Language Arts.	105. The student will list three language arts related careers.

La Mesa-Spring Valley Language Arts Objective: To achieve an understanding of word structure necessary to the reading process.

Career Education Concept: C (106,107,108,109)

Curriculum Considerations: Language Arts, 4-6 (5)

Resources	Activities	Performance Objectives
Dictionaries Library Books: A Visit to the Fire House by T.L. Collier The Glassmaker by L.E. Fisher Trees for Tomorrow" by Russell The Wonderful World of Energy by Hogben First Book of Nurses by Eleanor Kay, R.N. First Book of Trains by Hamilton	106. Prefixes and Suffixes: After learning the meaning of many prefixes, see how many prefixes students can find that are career correlated (i.e., semi-truck, pre-fab, sub-contractor).	106. Students should be able to identify five prefixes that are career related.
	107. Demonstrate how a person's work, through the use of a suffix, can be changed into one who is doing the work. (i.e., teach - teacher work - worker paint - painter truck - trucker)	107. Students will be able to add a suffix to a base word to make the word into the person doing the work.
Newspaper advertisements MP 70010 - Why Do You Buy?	108. Class discussion: Advertising campaigns: a) Discuss slogans, art, message and effectiveness. b) Write ads for non-smoking. c) Peer evaluation of ads. d) Discuss careers and skills needed for advertising teams.	108. The student will orally name two reading skills necessary for a career in advertising.

Resources	Activities	Performance Objectives
	* 109. Career lists: a) List all the careers you can think of in five minutes. b) Daily take five minutes and add more careers - no repetitions allowed. (Repeat for five days.) c) Develop word searches using career lists.	109. The student will list more than 25 careers in 5 minutes.

La Mesa-Spring Valley Language Arts Objectives: Students will develop the ability to communicate ideas and feelings effectively through writing.

Career Education Concepts: B (110,111) J (112) C (113,114)

Curriculum Considerations: Language Arts, 4-6 (5)

Resources	Activities	Performance Objectives
Books on Biographies: Dr. George W. Carver: Scientist by Graham and Lipscome Caesar Chavez by Franchene Great American Nurses by Collins Andrew Carnegie: Giant of Industry by Mary Malone Crispus Attucks-Boy of Valor by Beals Thomas Jefferson -American Heritage Junior Library	110. Research a famous person. a) Have students write an essay about a person whose life was influenced by several experiences and how these experiences might have helped him become famous. (Ex: Lincoln, J. Robinson, G. W. Carver) b) Discuss which characteristics were most important about the person thus researched.	110. The student will be able to name three characteristics which a famous personality possessed.
The Other Side of the Report Card pp. 105-110 SRA II - Unit C	111. Have students list as many attributes about themselves that they feel may help them become successful in a career they might choose.	111. The student will name three attributes about themselves that they feel may help them become successful in a career they might choose.
Jelly Bean Company Kit Filmstrip 1 & 2	112. View filmstrip 1 & 2. a) Discuss lifestyles b) Write a paragraph describing a possible career they would like because of the lifestyle it offers.	112. The student will describe orally two facts about careers vs. lifestyle.

Resources	Activities	Performance Objectives
Letter Writing Learning Center (available at Career Ed Office)	*113. Pen Pal letters a) Exchange letters with people from another section of the U.S. b) Exchange careers local to each area.	113. The student will name three careers found in the area in which the pen pal lives.
Job Application Forms (Sample attached)	*114 Job applications a) Fill in application from local businesses. b) Discuss information requested on application. c) Discuss future school courses and how these will help with information needed on form.	114. The student will describe orally three items asked for on a job application.

(Application facsimile)

APPLICATION FOR EMPLOYMENT

Name ______________________________ Social Security No. ________
Last First Middle
Address ______________________________ Telephone No. ________
For what kind of position are you applying? ________
Age ________ Date of birth ________ Height ________ Weight ________ Sex ________
Have you any health or physical problems? Name them ________
Are you a U.S. citizen? ________ Can you drive a car? ________
Have you ever been arrested? ________ Give details ________
What athletic, social or other organizations do you belong to? ________

What kind of work experience have you had?

Name of Company	What was your job?	Weekly Earnings	How many weeks did you work?	Why did you leave?	Supervisor

Elementary School: ________ Location ________ Years ________
________ Location ________ Years ________
Secondary School: ________ Location ________ Years ________
________ Location ________ Years ________

In what school subjects do you do your best work? ________
In what school subjects do you find most difficulty ________

References (Do not list relatives)

Business References (former boss, supervisor, foreman, etc. who know your work)
Name ________ Address ________ Position ________
Name ________ Address ________ Position ________

Personal and Character References
Name ________ Address ________ Position ________
Name ________ Address ________ Position ________

Person to be notified in case of accident or emergency:
Name ________ Address ________ Telephone No. ________

The facts set forth above in my application for employment are true and complete. I understand that if employed, false statements on this application shall be sufficient cause for dismissal.

____
Signature of Applicant

La Mesa-Spring Valley Language Arts Objective: Students will develop effective verbal communication.

Career Education Concepts: A (115,116) B (117) C (118)

Curriculum Considerations: Language Arts, 4-6 (5)

Resources	Activities	Performance Objectives
TAD - Section 2, Unit 10 MP 25850 - Getting Along With Others MP 25875 - Getting Angry	115. Show parts of the films and stop them for decision making and other discussion.	115. The student will be able to express his feelings verbally.
Resource people to assist with role playing: counselor career education counselor-intern School psychologist	116. Hypothetical situation that might arise on the job, in the classroom, home or neighborhood. Students decide on alternative solutions by role playing.	116. The student will be able to verbalize a solution to a given problem.
	117. Have each student share an article from a newspaper before the class. (Preferably the article should be career related).	117. The student will be able to speak in front of a group, telling the main idea of the article chosen.
TAD - Section 1, Unit 4 SRA II, Unit J	118. Class discussion: Forms of communication. List types and media involved. Stress importance of the use of all five senses.	118. The student will list two forms of communication.

La Mesa-Spring Valley Language Arts Objective: Students will have a variety of instructional experiences for the development of listening.

Career Education Concepts: A (119) M (120,121)

Curriculum Considerations: Language Arts, 4-6 (5)

Resources	Activities	Performance Objectives
California State Division of Highways 297-4501	119. Resource speakers: Someone from the Highway Patrol visits class to talk about their career. Have the students take notes on the facts that are pertinent to the speaker's career.	119. After listening to a resource speaker, the student will be able to answer pertinent factual data, such as: What is his job? What duties does he perform? What does he like about his job? Is his job dangerous? Etc.
MP 36045 - Biography: Story of Babe Ruth	120. Read the biography of Babe Ruth, have the students list the main facts in sequence relating to why he chose baseball as his career choice.	120. The student will be able to list the main reasons Babe Ruth chose a baseball career.
	121. Invite a person who has a career in sports to speak to the students.	121. The student will be able to state one thing they learned about a career in sports.

La Mesa-Spring Valley Language Arts Objective: Students will have a variety of instructional experiences for the development of reading skills.

Career Education Concepts: C (122) F (123,124)

Curriculum Considerations: Language Arts, 4-6 (6)

Resource	Activities	Performance Objectives
School Resources: Custodian Speech therapist Principal Nurse Psychologist Parents of students in the classroom See Community Resource file	• 122. Student interviews: Interview several adults (parents, friends, or neighbors). Use interview form. p. 432 a) Make a list of the different occupations interviewed. b) Classify the jobs discussed according to: 1. Which jobs are alike and give a reason why they think they are alike. 2. Which jobs are different and the reasons why they differ.	122. The student will be able to list twenty-five occupations and two ways they are alike and two ways they are different.
Study Trip #20-KFMB-TV	123. Study trip to KFMB a) Interview workers. b) Discuss different careers. c) Dialogue the importance of reading for TV careers.	123. The student will name two careers and tell how reading is used.

Resource	Activities	Performance Objectives
For methods of classifying occupations, consult: Dictionary of Occupational Titles (DOT) or Career Guidance and the Kuder Interest Inventories pp. 13-41 available at Career Ed Office: MP 43885 - More Power for the Job	124. Use the student list of careers. a) Categorize the occupations under correct heading: Example: Outdoor 1) Forest Ranger 2) Gardener 3) Tree surgeon b) Discuss the various ways of classifying occupations. c) Transfer the list from blackboard to "sentence strip" and use these to make a bulletin board. d) Pictures and other occupations can be added when they are discussed or discovered in other academic areas.	124. Students should be able to list at least two different occupations under three given headings.

La Mesa-Spring Valley Language Arts Objective: Students will develop the ability to communicate ideas and feelings effectively through writing.

Career Education Concepts: K (125) A (126, 128, 130) C (127) F (129)

Curriculum Considerations: Language Arts, 4-6 (6)

Resource	Activities	Performance Objectives
Study trip #11 - El Cajon Municipal Court **Study trip #37 - San Diego County Court House**	125. Study Trip: Court in session: court arraignment on Monday, Thursday and Friday. A judge will talk with the children and answer their questions. After the trip, children write about their visit.	125. **The student will tell in sequence how the court system works and name three court related careers.**
Resource people who have turned hobbies into a career. MP 49090 - People Who Make Things	126. **Write about a favorite hobby and tell how it might help in a choice of careers. Have resource people speak to the class about a hobby that has led to a career for them.**	126. **The student will tell two hobbies that can lead to a career.**
MP 70010 - Why do You Buy? **100 Ways to Enhance Self-Concept in the Classroom, p. 109**	127. **Commercials - Advertisements** a) **Tape TV commercials - discuss product, tactics used and the audience appeal.** b) **Collect magazine ads - list vocabulary used and dialogue** appropriateness for a product. c) **Write and role play a commercial.** d) **Discuss advertisement related careers.**	127. **The student will write one advertisement for a given product.**

Resource	Activities	Performance Objectives
Can of squirms (Intermediate version)	128. Role Play situations	128. The student will role play one situation.
MP 49090 - People Who Make Things MP 49095 - People Who Fix Things	129. View film a) Role play careers. b) Audience question the career personalities. c) Write three sentences about a career viewed in the film.	129. The student will write three sentences about one career.
Colored construction paper leaves and tree trunk, branches	* 130. Wishing Tree Bulletin Board. a) Use leaves to write careers interested in. b) Write one sentence why career is appealing. c) Sign name, change leaves as interest changes.	130. The student will write one sentence telling why a career is interesting to them.

La Mesa-Spring Valley Language Arts Objective: Students will develop effective verbal communication.

Career Education Concepts: A (131,134) B (132,133) K (135)

Curriculum Considerations: Language Arts 4-6 (6)

Resource	Activities	Performance Objectives
100 Ways to Enhance Self-Concept in the Classroom, p. 109 SRA II, Unit C	131. Self-awareness activities: a) Draw self portraits. b) List own talents and abilities. c) Describe oneself to a friend. d) Predict orally what one might want to do with these talents and abilities.	131. The student will tell two talents and what they might want to do with them.
TAD p.268 MP 17140 - A Different Kind of Neighborhood MP 21660 - The Family - The Boy Who Lived Alone	132. Children tape record an autobiography about their first ten or eleven years.	132. The student will tell three positive attributes about themselves
	133. Orally present a book report or a poem. (Preferably a career related book or poem.) a) Discuss how experiences lead to careers. b) List careers that involve public speaking.	133. The student will be able to speak before a group for one minute and name three careers that involve speaking.
San Diego Union & Evening Tribune Daily Californian	134. Discuss the newspaper. a) Interview school personnel. b) Make a classroom newspaper using information gained in the interview.	134. The student will conduct a verbal interview with an interviewee in a role playing situation.

Resource	Activities	Performance Objectives
Interview forms p. 432 TAD p. 262-266	135. Study trip to Old Town. a) Use interview sheets - interview working people. b) Share interview information. c) Dialogue importance of good communication skills. d) Dialogue the interdependence of occupations in fulfilling community needs.	135. The student will give two reasons for the importance of good communication.

La Mesa-Spring Valley Language Arts Objective: Students will have a variety of instructional experiences for the development of listening.

Career Education Concepts: B (136) D (137)

Curriculum Considerations: Language Arts, 4-6 (6)

Resource	Activities	Performance Objectives
MP 70475 - Winston Churchill MP 34575 - The John Glenn Story MP 17925 - Dwight D. Eisenhower MP 40950 - Marian Anderson	• 136. View films on famous men and women. a) Using good listening skills, the students will be able to tell some of the important facts which helped these people succeed in their chosen careers. b) Make a pictorial career time line of person's life - reflecting changing occupations. c) Hall of Fame bulletin board.	136. The student will list two things that help people succeed in their chosen careers.
Poem: "Paul Revere" Source: One Hundred and One Famous Poems Roy Cook, Editor Pub. Cable Co., Chicago, Ill.	137. Read the poem, "Paul Revere" to the class. Without telling the students, see if they can report what Paul Revere really did for a living.	137. Students will be able to tell that Paul Revere was a silversmith.

La Mesa-Spring Valley Language Arts Objective: Students will develop a variety of reading skills and techniques that will enable them to study and read independently. The students will gain insight into the behavior and life style of others and will clarify their own values by reading.

Career Education Concepts: F (138,147) K (139,141,143) B (146) H (147)

Curriculum Considerations: Language Arts, 7-8

Resource	Activities	Performance Objectives
The Psychology of Vocational Choice Holland, John Encyclopedia of Careers and Vocational Guidance, Vol. I and II, edited William Hopke, Doubleday Career Exploration Sound Filmstrips Science Research Associates Occupational Outlook Handbook Job descriptions published by: Department of Human Resources Development Research and Statistics 800 Capital Hill Sacramento, Ca. 95814	• 138. Divide the class into committees based upon vocational interest: a) Group according to job cluster, i.e., realistic, artistic, conventional. Research careers. (Form attached). b) Discuss characteristics of workers in each group. c) Develop career word search.	138. The student will list three occupations under each job cluster.
A class set of newspapers will be provided by: Copley Newspapers. Call one week in advance: Education Office - 454- 411 "The Newspaper in the Classroom" available upon request. "101 Ways to Use the Newspaper in the Classroom" by Ed Lamping (available in Career Office)	139. Newspaper study: a) View film. b) Use newspapers to discover role of paper in a community. c) Dialogue newspaper related careers. List them.	139. The student will articulate two roles filled by the newspaper.

DISCUSS HOLLAND'S JOB CLUSTERS

REALISTIC

Working with "Things"......

Mechanics	Aviator
Carpentry	Forest Ranger
Electronic	Photographer
Construction	Surveyor
Agriculture	
Certain Engineering fields	

Do you enjoy......

Doing repair around the house?
Overhauling your car?
Collecting things?
Racing?

INTELLECTUAL

Interested in "How's" & "Why's"?

Archeology	Surgeon
College teaching	Zoologist
Experimental Psychology	Architect
Writing	

Do you enjoy......

Reading? Music? Collecting?
Scouting? Art? Scientific Projects?

These people enjoy working with ideas more than things.

SOCIAL

Interested in people more than things or ideas....

Hospital work	Teacher
Group leader in a recreation program	
Counselor	Social Worker

Do you enjoy......

Student Government?
Helping others?
Drama

ALL CAREERS ARE A COMBINATION OF THESE THINGS

ENTERPRISING

Sales Executive	Sports Promoter
Lawyer	T.V. Producer
Politician	

You need to have leadership qualities to deal effectively with different kinds of people

Do you enjoy athletics?

Lots of activities?

This enterprising group deals with people but not usually on personal basis

CONVENTIONAL

Clerical and general office jobs
Accountants
Tax Experts
Credit Investigators
Cashier

Are you orderly and accurate?

Enjoy keeping records and collecting information?

ARTISTIC

Are you imaginative?

Enjoy working alone?

Artist	Translator
Musician	Cartoonist
Writer	
Actor	
Designer - Clothing Furniture	
Poet	

Resource	Activities	Performance Objectives
MP 33600 **Invitation to Better** Newspapers MP 45550 **Newspaper Serves Its** Community MP 45500 **Newspaper Retail** Advertising	d) Write letters to the editor e) Visit Copley Newspaper Plant.	
	140. Career Play Day.	140. The student will write two sentences on the importance of reading to any occupation.
Pacific Telephone will deliver copies of the *Yellow Pages* in limited quantities. MP 67915 Discover the Encyclopedia	141. Use the *Yellow Pages* as a source of information about careers in the city. Use worksheet of questions to be found in different sections. (Sample worksheet attached.) p. 244	141. Students will demonstrate their ability to locate information in the *Yellow Pages* by completing a worksheet.
Poems p.245, 246 *100 Ways to Enhance Self-Concept in the Classroom*, pp. 125-131	142. Read the poems, "Myself", by Edgar A. Guest, and "If" by Rudyard Kipling. Discussion: Do you see yourself as others see you?	142. The student will list two qualities which they feel others see in them.
	143. Read biographies of famous men and women who have contributed to a career area in which they are interested.	143. The student will name one way in which a famous man or woman prepared for his or her career.
	144. Design a bulletin board with an emphasis on careers in which English usage is a vital skill.	144. The student will list ten careers in the English field.

Resource	Activities	Performance Objectives
	145. Read a report of an automobile accident in a newspaper and list the occupations that may be involved. (i.e., policeman, insurance agent, doctor,nurse, mechanic, etc.)	145. The student will make a chart illustrating which careers work interdependently in an accident situation.
Encyclopedias Occupational Outlook Handbook	146. Choose a broad area of work and find the geographical areas of concentration of the industry. (i.e., aviation - Chicago, New York).	146. The student will list one occupation which is found in California but would not exist in Kansas.
Occupational Outlook Handbook	147. Worksheet on verb usage acquainting pupils with information about a specific career. (Sample worksheet on p. 247.)	147. The student will complete verb usage worksheet.

Yellow Pages - Reference Sheet

1. List the zip codes for:
    a. La Jolla
    b. La Mesa

2. In the section entitled Government offices, find the numbers for:
    a. San Diego Juvenile Court
    b. San Diego Trial courts
    c. FBI - U.S. Government

3. List 5 museums found in San Diego:

    ____________________ ____________________ ____________________

    ____________________ ____________________ ____________________

4. What are the hours for the San Diego central library?

5. Where is the Clairemont Theater located?

6. List four local employment agencies; include their location and telephone numbers:

    ______________________________ ______________________________

    ______________________________ ______________________________

7. List 3 major universities in San Diego and their locations:

    ____________________ ____________________ ____________________

    ____________________ ____________________ ____________________

IF

By--Rudyard Kipling

If you can keep your head when all about you
Are losing theirs and blaming it on you;
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;
If you can wait and not be tired by waiting.
Or, being lied about, don't deal in lies.
Or, being hated, don't give way to hating,
And yet don't look too good, nor talk too wise;

If you can dream--and not make dreams your master;
If you can think and not make thoughts your aim;
If you can meet triumph and disaster
And trust those two imposters just the same;
If you can bear to hear the truth you've spoken
Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to broken,
And stoop and build 'em up with wornout tools;

If you can make one heap of all your winnings
And risk it on one turn of pitch and toss,
And lose, and start again at your beginnings
And never breath a word about your loss;
If you can force your heart and nerve and sinew
To serve your turn long after they are gone
And so hold on when there is nothing in you
Except the will which says to them: "Hold On";

If you can talk with crowds and keep your virtue,
Or walk with kings--nor lose the common touch;
If neither force nor loving friends can hurt you;
If all men count with you, but none too much.
If you can fill the unforgiving minute
With sixty seconds worth of distance run--
Yours is the earth and everything that's in it,
And--which is more--you'll be a Man, my son!

MYSELF

By--Edgar A. Guest

I have to live with myself, and so
I want to be fit for myself to know,
I want to be able, as days go by,
Always to look myself straight in the eye;
I don't want to stand with the setting sun,
And hate myself for the things I have done.

I don't want to keep on a closet shelf
A lot of secrets about myself,
And fool myself, as I come and go,
Into thinking that nobody else will know
The kind of a man I really am;
I don't want to dress up myself in sham.

I want to go out with my head erect,
I want to deserve all men's respect;
But here in the struggle for fame and self
I want to be able to like myself.
I don't want to look at myself and know
That I'm bluster and bluff and empty show.

I can never hide myself from me;
I see what others may never see;
I know what others may never know,
I never can fool myself, and so,
Whatever happens, I want to be
Self-respecting and conscience free.

VERB USAGE

Sample exercise - any career could be used the same way

Directions: Choose the correct word and underline it on your paper.

1. A large number of secretaries and stenographers (work, works) for manufacturing firms, government agencies, schools, insurance companies, banks, and hospitals.

2. Graduates from high school (is, are) essential for practically all positions.

3. Graduates (who's, whose) high school courses have included shorthand, typing and other business subjects meet the requirements of many employers.

4. Daytime and evening courses that prepare students for stenographic and secretarial work (is, are) offered by hundreds of public and private schools.

5. Employers (seek, seeks) workers who are poised, alert, and have pleasant personalities.

6. Secretaries to supervisors in small organizational units (make, makes) an average of $463 a month.

7. Typists who sort mail, answer the phone, and do other general office work (is, are) called clerk typists.

8. Most positions (require, requires) typists to be able to type at least 40 or 50 words a minute.

*This activity may be adapted for any grammar exercise, i.e., punctuation, finding subjects, etc.

La Mesa-Spring Valley Language Arts Objective: Students will master the mechanics of written expression as well as develop a variety of writing skills and techniques in order to communicate effectively.

Career Education Concepts: I (148) C (149,150,151,152,158,160,161,168) A (153,159) L (154) B (155) K (156,157, 164,165) F (163) M (162,167)

Curriculum Considerations: Language Arts, 7-8

Resource	Activities	Performance Objectives
Newspaper want ads from various communities Sample application forms	148. Design an application from want ads.	148. The student will design an application for a career which is in demand in the San Diego area.
Copley Productions film and filmstrips available without charge - 454-0411 "From Type to Paper" "What Greater Challenge" "Classified Want Ads" "Newspaper Retail Advertising" MP 45550 - Newspaper Serves Its Community MP 45500 - Newspaper Retail Advertising MP 33600 - Invitation to Better Newspapers MP 45480 - Newspaper Behind the Scenes	149. Write a class newspaper including editorials, classified ads, crossword puzzles, comic strips, etc.	149. The student will list one specific skill taught in school which helped them with their job in the newspaper production.
The Reading Road to Spelling - 7th pp. 127-131 The Reading Road to Spelling - 8th pp 82-4, 113 Harper Row Publishers The Harper Row Basic Spelling Program See attached pg. for list of addresses on travel information	* 150. Write business letters in conjunction with contacting firms for field trips, career or travel information. (see attached sheets for addresses)	150. The student will write a business letter demonstrating proper mechanics.
Education: Who Needs It?	151. View filmstrip - dialogue importance of education.	151. The student will write two reasons clarifying the importance of education.

UNITED STATES BUREAUS OF TRAVEL AND DEVELOPMENT

ALABAMA

Alabama Bureau of Publicity
150 State Capitol
Montgomery, Alabama 36104

ALASKA

State of Alaska
Division of Marine Transportation
Pouch R
Juneau, Alaska 99801

ARIZONA

Travel Information Section
State of Arizona
Dept. M-4, 3003 N. Central Avenue
Phoenix, Arizona 85012

ARKANSAS

Arkansas Publicity and Park Commission
State Capital
Little Rock, Arkansas

CALIFORNIA

California Department of Tourist Information and Development
State Capitol Building
Sacramento, California
or
Southern California Visitors Council
PO Box 55026
Los Angeles, California 90055

COLORADO

State of Colorado
Division of Commerce and Development
362 State Capitol Building
Denver, Colorado 80203

CONNECTICUT

Connecticut Development Commission
State Office Building
Hartford, Connecticut 06115

DELAWARE

Delaware State Development Department
45 The Green
Dover, Delaware 19901

FLORIDA

Florida Office of Tourist Information and Development
State Office Building
Tallahassee, Florida

GEORGIA

Georgia Department of Industry and Trade
Tourist Division Department H-0-2
100 State Capitol
Atlanta, Georgia 30334

HAWAII

Hawaii Department of Tourist Information and Development
State Capitol Building
Honolulu, Hawaii

IDAHO

Idaho Department of Commerce and Development
Room 692, Capitol Building
Boise, Idaho 83707

ILLINOIS

Illinois Department of Tourist Information and Development
State Capitol Building
Springfield, Illinois

INDIANA

Lt. Governor Robert L. Rock
Room 54
Indianapolis, Indiana 46204

IOWA

Iowa Department of Tourist and Development Information
State Capitol Building
Des Moines, Iowa

KANSAS

Kansas Department of Tourist and Information Development
State Capitol Building
Topeka, Kansas

KENTUCKY

Kentucky Travel Division
Department NG 369
Frankfort, Kentucky

LOUISIANA

Louisiana Tourist Development Commission
Dept. H-2, P.O.Box 44291
Baton Rouge, Louisiana 70804

MAINE

Maine Department of Economic Development
State Office Building
Augusta, Maine 04331
or
Department of Economic Development
1549 Gateway Circle
Portland, Maine 04102

MARYLAND

Maryland Department of Economic Development
Tourist Division
State Office Building
Annapolis, Maryland 21404

MASSACHUSETTS

Massachusetts Department of Commerce
and Development
Division of Tourism
State Office Building
Boston, Massachusetts 02133

MICHIGAN

Michigan Tourist Council
Room 1011
Steven T. Mason Building
Lansing, Michigan 48926

MINNESOTA

Minnesota Vacation Information Bureau
Suite 612
57 West 7th Street
St. Paul, Minnesota 55102

MISSISSIPPI

Mississippi Department of Tourist
Information and Development
State Capitol Building
Jackson, Mississippi

MISSOURI

Missouri Tourism Commission
Department HQAA 49, Box 1055
Jefferson City, Missouri 65101

MONTANA

Advertising Director
Department 69-38
Montana Highway Commission
Helena, Montana 59601

NEBRASKA

Nebraska Department of Tourist
Information and Development
State Capitol Building
Lincoln, Nebraska

NEVADA

Nevada for Recreation
State Capitol Building
Carson City, Nevada 89701

NEW HAMPSHIRE

Division of Economic Development
State House Annex, Box 856
Concord, New Hampshire 03301

NEW JERSEY

Department of Conservation and
Economic Development
State Promotion Section
P.O. Box 1889
Trenton, New Jersey 08625

NEW MEXICO

New Mexico Tourist Division
New Mexico Department of
Development
113 Washington Avenue
Santa Fe, New Mexico 87501

NEW YORK

New York State Department of Commerce
Vacation Lands Distribution Center
P.O. Box 490
Latham, New York 12110

VERMONT

Vermont Development Commission
State Capitol
Montpelier, Vermont 05602

VIRGINIA

Virginia State Travel Service
911 E. Broad Street
Richmond, Virginia 23219

WASHINGTON

Tourist Promotion Division
Washington Department of Commerce and
  Economic Development
General Administration Building
Olympia, Washington 98501

WEST VIRGINIA

West Virginia Department of Commerce
Travel Development Division
113 Virginia Street E.
Charleston, West Virginia 24301

WISCONSIN

Wisconsin Vacation and Travel Service
Room 85 Box 450
Madison, Wisconsin 53701

WYOMING

Wyoming Travel Commission
Department S 669, 2320 Capitol Avenue
Cheyenne, Wyoming 82001

DISTRICT OF COLUMBIA

District of Columbia Visitors Center
Ohio Drive at Haine Point
Washington, D.C.

WILLIAMSBURG, VIRGINIA

Colonial Williamsburg, Inc.
P.O. Box C
Williamsburg, Virginia 23185

Resource	Activities	Performance Objectives
Forms are available from: Social Security Administration 7373 University La Mesa, Ca.	152. Fill out social security applications.	152. Given a social security form, the student will complete it accurately.
Simon, Sidney; Howe, Leland; Kirschenbaum, Howard; Values Clarification: A Handbook of Practical Strategies for Teachers and Students Raths, Louis E; Merrill, Harmon; and Sidney, Simon Values and Teaching	•153. Participate in values clarification exercises in discussion of career awareness. Ex., "20 Things You Love to Do." Write 20 things you most enjoy doing and categorize the information with its relationship to school, future planning, risk, economics, etc.	153. The student will name two values which are important to them, as indicated by their list of enjoyable activities and relate these to a career.
See p. 253 for sample resume	54. Students will choose a job for which he or she would like to apply for and write a resume showing education and experience which might prove useful.	154. The student will write a resume for a particular job.
MP 72275 - Writing a Good Paragraph SRA - Occupational Exploration Kit	155. Write autobiographies with an emphasis on future plans.	155. The student will list one incident in their life which may influence future planning.

SAMPLE RESUME

Mary L. Williams
1600 Montezuma Road
San Diego, California 92115

Telephone: 583-1672

Personal	Single 5'5" 115 pounds 25 years old
Professional Objective	Teacher at Secondary level preferably of Mathematics and Physical Science
Date Available	May, 1974
Education	B.A., May, 1973, California State University, San Diego MAJOR: Mathematics MINORS: Physical science and Art
Credentials	California Standard Secondary Credential
GPA	Graduate course work -- 3.7 Undergraduate -- 3.2
Experience 1/1974 to 5/1974	Lincoln High School, San Diego City School District, San Diego, California Student Teacher
Summer Work	Earned 50% of college expenses doing odd jobs such as waitress, clerical, sales work and camp counseling
Background	Brought up in the Southern Los Angeles area. Active in community affairs working though the Community Involvement Board. Have traveled extensively throughout the Southwestern part of the United States.
Interests	Primarily interested in working with children. Other interests include ecology, outdoor activities and arts-crafts projects.
References	Confidential career file #32666 is available at the California State University, San Diego Education Career Office, San Diego, California 92115, telephone (714) 286-6855. Copies of file will be furnished upon the district's request.

from: Education Placement Handbook
California State University
San Diego 1973-74

Resource	Activities	Performance Objectives
MP 15180 - Creating a Children's Book MP 60550 - Story of a Book MP 62150 - Symbolism in Literature MP 69740 - What's In a Story MP 53650 - Robert McCloskey	* 156. Group work to produce a child's book. a) Develop an original story, draw illustrations, design cover, etc. b) Organize a book fair to display group work on children's books. c) Simulate a publishing company include managing editors, printers, copywriters, etc.	156. Student will name two careers involved in publishing a book.
Videotape recorder MP 69720 - What's In A Play Old Globe Theatre.....234-3601	157. Write and produce a play or television show slanted toward a particular audience, (children or teenagers). Include script writers, actors, costumes, scenery, props, etc.	157. The student will name five careers involved in producing a play.
Sample application, p. 230	158. Duplicate a job application sheet. Provide each student with an application to be completed.	158. Given an application form, the student will fill it out accurately.
Occupational Outlook Handbook View Cards -(Vital Information For Education & Work)	159. Complete a study into the occupational interests. (See attached sheet for format)	159. The student will complete the career in-depth study form.
TAD: Career Folders	160. Make a career word search.	160. The student will spell sixteen career words correctly.

SUGGESTED FORM FOR IN-DEPTH STUDY

Complete the blanks or underline Yes or No Name ____________________ Date __________

I. Job Classification: ____________________

Specific Job ____________________

II. Description of the Work on the Job:

A.

B.

C.

D.

E.

III. Education or Training Needed for Job

A. What Skills do you need?

1. __________

2. __________

B. What courses in high school would help to prepare you for this job?

1. __________

2. __________

3. __________

4. __________

C. Where can you get the training needed for this job?

1. __________

IV. Personality Traits, Interests, Aptitudes, etc. needed for this job

A. __________

B. __________

C. __________

D. __________

V. Earnings: Beginning wages __________

Highest wages __________

VI. Hours of work

How many hours on the average would one work in this job weekly? __________

Is there additional pay for overtime work? Yes No

Are there seasonal layoffs? Yes No

VII. Health and Safety

Are there health dangers involved Yes No

If so, what kinds ____________________

____

Resource	Activities	Performance Objectives
Local newspaper and magazine ads Newspaper classified ad section Occupational Outlook Handbook	161. Complete a list of abbreviations used in writing advertisements. Teach by use of examples. a) Students will write ads using the proper abbreviations. b) Have students construct a crossword puzzle using occupational terms.	161. Given a list of want ad abbreviations, the student will be able to define the terms and understand them.
See attachment - "You Can Do Something About It" 100 Ways to Enhance Self-Concept in the Classroom, p. 143 Values Clarification, p. 264	* 162. Read: "You Can Do Something About It". (attached) a) Have students list five changes they think would improve some aspect of their community, state, or county. b) Write a letter expressing a personal value in order to bring about desired change.	162. The student will describe orally one way to influence change.
Occupational Outlook Handbook has many intriguing jobs (Such as persons who paste eyelashes on dolls) See Index to OOH, 853-876	163. Write about the most unusual job found while doing research.	163. The student will write one page about one unusual occupation.
A collection of local newspapers that contain letters-to-the-editor columns	164. Write letters to the editor in defense of the dignity of some occupation. (Give examples of occupations that are often belittled, i.e., stigma attached to a garbage man.)	164. The student will list five occupations carrying a stigma which are of importance to our community.

"You Can Do Something About It!"

Values Clarification - Sidney Simon--Strategy #42

Check which of these acts is your way of doing something.

*Remember: All action should be informed action; reading, learning, interviewing, discussing and generally becoming better informed are necessary first steps before doing something.

Write a Letter.

_______ 1. Write a letter to the editor of your local newspaper. You can influence public opinion.

_______ 2. Write a letter to your congressman or your Senators. Washington counts these letters. They are really influenced by the mail from home.

_______ 3. Send a letter to someone in the news who has done something you respect or admire.

Attend a Meeting or Organize One.

_______ 1. Write a letter to an organization working for a cause you believe in, and ask to be put on the mailing list announcing meetings.

_______ 2. Ask your church group, civic group, etc., to have a meeting or invite a guest speaker on a topic you are concerned with.

Take Part in Some Action.

_______ 1. Distribute leaflets from door to door.

_______ 2. Organize a petition drive.

_______ 3. Picketing often has an impact.

_______ 4. Interview people who are in a position to influence others.

_______ 5. Wear a button.

_______ 6. Take part in a peaceful march or in some other demonstration.

Facts to Face Acts.

_______ 1. Speak up your point of view. Ex. (If someone says something derogatory about a race or religion, talk to him about your point of view.)

_______ 2. Try to get someone to read a pamphlet or an article which argues for a different position than the one he holds. (List any additional ideas you have about what people can do.)

*(Sidney Simon points out that many teachers wonder, "Do I have the right to require my students to take an action?" Many teachers may react this way. He reflects it's a sad commentary on our schools. We think, requiring students to write poetry is quite normal, but requiring them to fight for something they believe in is practically unheard of.)

Resource	Activities	Performance Objectives
MP 50650 - Poems Are Fun MP 50655 - Poems We Write MP 50675 - Poetry For Me MP 50710 - Poetry to Grow On MP 69250 - What Is Poetry	165. Create a class literary magazine using poetry and prose selections from class members.	165. The student will list two workers involved in publishing a magazine.
Construction paper, samples of greeting cards	166. Design greeting cards or special occasion cards with an original verse. design a cover. (Work with the art department in getting cards printed.)	166. The student will complete one design for a greeting card.
	167. Write open-ended compositions about their aspirations, likes, dislikes, goals, etc. (Ex., If I had a million dollars, I would.......If I had 24 hours to live, ... My children won't have to ....)	167. The student will list one personal value which influences their life style.
Kelly Girl..............239-8074 School Secretary	168. Discuss secretarial skills. Review efficient notetaking, dictionary skills, alphabetizing words, hyphenating words, etc.	168. The student will be able to articulate two reasons why good English is necessary in secretarial work.

La Mesa-Spring Valley Language Arts Objective: Students will develop a variety of speaking skills that will enable them to communicate effectively in discussion, oral interpretation, and speech presentations as well as informal conversation.

Career Education Concepts: G (169) C (170, 173, 180, 181) A (171, 174), E (172, 179) D (175) F (176, 178, 183, 185) M (177, 182) K (184)

Curriculum Considerations: Language Arts, 7-8

Resource	Activities	Performance Objectives
MP 34525 - Job Interview: Men MP 34526 - Job Interview: Women Your Job Interview - Guidance Assoc.	* 169. Develop an interview guide for use in interviewing workers. See p. 432.	169. The student will list ten questions which may be used in an interview.
(Same as above)	170. Simulate an employment agency. a) Divide the class in half, one group as the personnel directors and the others as the applicants. b) Role play the simulation.	170. The student will list two rules of etiquette which should be remembered in applying for a job.
Faust, Julius: Body Language MP 13970 - Communication by Voice and Action	171. Use non-verbal communication or "body language" to communicate responses to questions in a simulated interview.	171. The student will list two moods or feelings which one may communicate through body language in an interview, i.e., fear and boredom.
Harris, Thomas A. M.D. I'm OK -- You're OK James, Muriel; and Jongewood, Dorothy; Born To Win Bry, Adelaide: The TA Primer	172. Role play scripts illustrating a conflict situation between an employee and his work. See attached sheet for sample scripts.	172. The student will be able to describe one method of on-the-job conflict resolution.

Scripts Illustrating Conflict Situations

1. Mr. Jones is holding an airplane ticket on the 9:00 A.M. flight to San Francisco but failed to confirm his reservation. The plane is filled and it is ten minutes before take off. Who is involved and what do they do?
2. An employer who is a stickler for having his employees arrive at work on time (though he is always late) asks two workers who are known to arrive early to "take attendance" each day, without being obvious. The other employees soon discover who the "spies" are and decide to exclude them. In addition, everyone decides to arrive fifteen minutes late every day, reasoning that the employer could not afford to fire them. The employer retaliates by issuing a notice that only persons who are consistently on time for work will receive pay raises and promotions. Both spies are receiving both types of reward but find the "victory" useless because no one will work with or cooperate with them. What should these two individuals do? (Confront their boss? Resign? Other alternatives....)
3. A flu epidemic leaves a restaurant short staffed on a busy weekend. Some employees are working double shifts and serving twice their usual number of tables. Waiters and waitresses explain to customers that service will be slower than usual, and most are very cooperative. Then one waitress encounters five customers in a row who send food back to the kitchen, complain about the service, and generally make life miserable. What can or should the waitress do? (explode? walk out? smile begrudgingly?)

Resource	Activities	Performance Objectives
MP 40350 - Manner of Speaking MP 71400 - Words of Courtesy MP 20360 - Everyday Courtesy MP 73450 - Your Voice and the Telephone Teletrainer available from Pacific Telephone...........238-3420	173. Use teletrainers to practice telephone situations.	173. The students will make and take business and social calls with courtesy and efficiency.
TAD - pp. 250-253	174. Pair off and list one another's interests, hobbies, likes, dislikes, career interests.	174. The student will make a list illustrating similarities and differences to their partner's interests.
KFMB-Channel 8............232-2114	175. Call a news reporter on the conference phone.	175. The student will communicate qualifications and training necessary for a news reporter.
Yellow Pages of Learning Resources Editor, Wurman; Group for Environmental Education, Inc., 1972	76. Compile a dictionary of technical terms used in a specific occupation. (Ex: construction - shoring, gaisson, beam, foundation, girders, riveting, unions, etc.)	176. The student will list ten technical words unique to a specific career.
Reference books, related readings on the topic debated	177. Students debate topics such as, "Is college necessary for success?" "Money is the only reason for working", etc. Students may suggest topics.	177. The student will list one personal value which may influence career planning.

Resource	Activities	Performance Objectives
Occupational Outlook Handbook Dial-a-career.......278-3013	178. Utilize posters emphasizing careers in which English usage is a necessity. Discuss these occupational areas. Include educational background, training, duties, and responsibilities of each.	178. The student will be able to name five careers that involve English usage.
Career Values: What Really Matters to You? (Guidance Associates) A Leader's Guide to Great Expectations - San Fernando Valley Branch, American Assoc.of University Women, 1972. May be ordered from: Myra Fisher 4805 Dunman Avenue Woodland Hills, Calif. 91364 - $1.00 postage paid	179. Play a "future game" based on fictitious profiles. a) Communicate profile. b) Incorporate chance factors. (See attached sheet)	179. The student will list five eventualities that could affect careers and career planning.
	180. Develop a learning center on a specific career cluster and complete task cards relating to the cluster.	180. The students will relate two things that they learned about the specific cluster.
University of San Diego Educational Developmental Center..................291-6480 Ext. 350 Dial-A-Career.......278-3013 Career Development Services Department S.D. City Schools...233-0181, Ex. 61 MP 34525 - Job Interviews: Men MP 34526 - Job Interviews: Women	181. Role play the hiring process for two jobs; one which requires a college degree and one which requires vocational training.	181. The student will list two rules of speaking which should be remembered when applying for a job.

Future Game

Guidelines:

Divide the class into 7-8 teams (groups need to be small enough for everyone to participate.)

Give each team a profile. Ask them to give the person a name, and to write a short story of her life, using the facts in the profile. They should make up a real life, the kind they might want to think their own would turn out to be.

(If problems arise with students acting very silly over this game giving the profile the name of someone in the room, or making up a ridiculous or unpleasant life for the individual, emphasize that this should be as realistic as possible. Give students a sample story.)

Teams will read their profile and the story they have written. Read or give them to read, the chance factors.

Students should discuss how the individual could cope with certain events, i.e., relocation, handicap that causes disability, unplanned pregnancy, etc.

Sample profile:
- She will live to be 76 years old.
- She will marry and have children.
- She will work outside of her home for some period in her life.
- She completes two years of college before her marriage.

Chance factors: She has 3 children. Her husband has a good job and things are going well for the family until she is 34, when her husband is tragically killed in an auto accident. The children are then 4, 8, and 10. There is some life insurance, but not enough to last very long. How will she cope?

Resource	Activities	Performance Objectives
See attached sheet for sample questions.	182. Develop rank order questions regarding career related issues.	182. The student will publicly affirm, explain or defend their choices on issues discussed.
Coordinator for Women's Auxiliary of San Diego Bar Association Arrangements for classroom visits to county courts..............232-1419	183. Visit a local or county court.	183. The student will be able to identify five careers in the legal system (i.e., judge, lawyer, clerk, court reporter, guard, etc.)
A court transcript if available; gavel, judge's robe; props used as evidence in mock trial, typewriter, stenographer's pad	184. Stage a mock trial. Individuals will play the roles of plaintiff, defendant, witness, lawyers for defense and prosecution; clerk, jury, etc.	184. The student will list two careers involved in a court trial.
Tour guides, social workers, immigration control, teaching, foreign correspondence, etc. (See community resource file)	185. Guest speakers: Discuss occupations available requiring foreign language abilities.	185. The student will list five occupations which require foreign language abilities.

Rank Order Questions

The rank order strategy can be used as lead-ins to create interest and to stimulate discussion. Students may want to add alternatives to the choices offered by the teacher. Students may be asked to make up their own rank order questions based on their own concerns.

Below are some examples taken from Sidney Simon's book, Values Clarification: A Handbook of Practical Strategies for Teachers and Students.

Strategy #4 - Rank Order

1. If I gave you $500, what would you do with it?

____________________ save it

____________________ give it to charity

____________________ buy something for myself

2. Which would be your job preference?

____________________ hard and dirty work at $100 per week

____________________ clean and easy for at $50 per week

____________________ dirty and easy work at $70 per week

3. Which of these jobs would you like most?

____________________ school teacher on an Indian reservation

____________________ director of an inner city project

____________________ coordinator of social action projects for a liberal suburban church

4. Which would you prefer to have?

____________ $1000

____________ a girl/boy friend who loves you

____________ a well-paid, prestige position

5. Which would you be most willing to do?

____________ serve on the armed forces

____________ serve on the Peace Corps

____________ work in an urban ghetto

6. In your leisure time, what would you like most to do?

____________ weave, make pottery, or do some craft

____________ play a guitar

____________ water ski

La Mesa-Spring Valley Language Arts Objective: Students will develop skills in listening, recognizing its importance in their everyday lives, and acquiring some understanding of the factors that contribute to or inhibit effective listening.

Career Education Concepts: F (186, 189, 191) C (187, 192, 194) L (188, 193, 195) K (190) I (196)

Curriculum Considerations: Language Arts, 7-8

Resource	Activities	Performance Objectives
MP 18850 - Effective Listening MP 38230 - Listening Skills - an Introduction	186. Guest speakers: Parents or members of the community discuss and demonstrate their occupations.	186. The student will interview guest speakers and will be able to recall three important facts mentioned by the speakers.
Small platform to elevate students in front of the class MP 21125 - A Fable (Marcel Marceau)	187. Play career charades illustrating how difficult it is to communicate without talking.	187. The student will demonstrate through pantomime their ability to communicate without using words.
School librarian La Mesa Library...............469-0011 Spring Valley Library........463-3006	188. Invite the school librarian to discuss the arrangement of the library and qualifications for this career.	188. The student will list two reference books which would help them locate material for career planning.
Pacific Telephone 525 B Street, San Diego 92101 Slide show and talk..........238-3524	189. Guest speaker: Speaker from Pacific Telephone to explain opportunities available with the telephone system.	189. The student will list five careers available in the telephone industry.
Record player, records, clippings from magazines or newspapers, album covers, school music teacher	190. Listen to recordings. a) Discuss how the recording was produced. b) Discuss the composer, lyricist, instrumentalists, jacket designers, vocalists, etc.	190. The student will list ten careers involved in producing a record.

Resource	Activities	Performance Objectives
Career reference books about occupations MP 49045 - People Who Fix Things MP 49090 - People Who Make Things	* 191. Student speeches illustrating information about a specific occupation and equipment needed. Have students bring an object (model, piece of equipment) that represents some aspect of a career.	191. The student will name three occupations and relate what equipment is significant to the person's work.
Hawley, Robert; Simon, Sidney; Britton, D.D. Composition for Personal Growth, pp. 89-90	192. Organize listening triads. a) Divide the class into groups of three. b) Member one and member two hold a discussion, member three observes. After member one makes his statement, member two must restate member one's ideas to the satisfaction of member one and the observer. c) Then member two states his ideas and member one must restate them before he can reply. d) Repeat the activity three times so that each has a turn being observer.	192. The student will demonstrate their ability to acknowledge the ideas of previous speakers without cutting them off or changing the subject.
General Dynamics Convair Aerospace Division, P.O. Box 80877, San Diego, 92138 (Educational Services).....296-6611, Ext. 2791	*193. Guest speaker: Personnel Director - discuss current employment trends, etc.	193. The student will list two factors which are important to consider in career planning. Ex., job demand and training required.

Resource	Activities	Performance Objectives
Tape recorder, tapes MP 40350 - Manner of Speaking	194. Make tape recording of student voices and talk about the relationship of voice qualities to various jobs.	194. The students will list ten careers in which voice quality is very important.
MP 63800 - To a Babysitter	195. Role play the right and wrong ways to apply for a babysitting job or work as a paper boy/girl.	195. The student will list two factors to remember in applying for work. Ex., proper dress and punctuality.
MP 44670 - Music Experiences: Bach is Beautiful	196. Listen to music and discuss ways it has changed as a result of technology, i.e., computers, multi-tract facilities, etc.	196. The student will list five ways in which jobs have changed as a result of music.

La Mesa-Spring Valley Language Arts Objective: Students will recognize various types of mass media, the techniques of their presentations, in addition to the impact of modern media on society.

Career Education Concepts: K(197,199,200,206,210) G (115,125) F (116,129,123) C (112,117,118,119,121,122,126,127, 128,130,131,132,133,134)

Curriculum Considerations: Language Arts, 7-8

Resource	Activities	Performance Objectives
Construction paper, travel agency brochures	197. Design brochures advertising the community and available work situations.	197. The student will list five careers which are related to the tourist industry.
Teletrainers available from Pacific Telephone...............238-3420	198. Use teletrainer phones to illustrate telephone advertising.	198. The student will list three important rules of telephone soliciting.
MP 46820 - Our Art Class Makes a Film Super 8 motion picture camera available from district AV office; projector, film	199. Produce an 8 MM film as a class project. Include; staging, directing, actors, costuming, etc.	199. The student will relate their experience producing a film; i.e., mechanics involved, etc.--different workers necessary to produce the film.
Study Trip #3 - Old Globe Theater	200. Attend a performance at Old Globe.	200. The student will list five careers involved in producing a play.
Yarn, needles, thread, art supplies,etc. MP 52140 - Puppets MP 00150 - ABC of Puppet Making MP 00200 - " " " MP 57150 - Simple Hand Puppets	201. Set up an assembly line production of puppets. Use them to simulate a show.	201. The student will relate which they would prefer: production line or individualized work.

Resource	Activities	Performance Objectives
KPBS-TV San Diego State....286-6415 (After 5 call...............286-6431) Channel 8..................232-2114 Contact one month prior to visit - advertising, programming, or news department	202. Guest speaker: From a television or radio station. Discuss communication skills necessary.	202. The student will list five careers involving communications.
MP 13950 - Communication & the Community MP 70010 - Why Do You Buy? MP 13970 - Communication by Voice and Action	203. Invite a guest speaker from an advertising firm to communicate the impact of advertising economically, educationally, and personally.	203. The student will relate two reasons why advertising is important.
See films above.	* 204. Develop a criteria for evaluating advertisements. (i.e., Is the advertisement loaded? Accurate information? Deceptive?)	204. The student will list two rules of writing which helped them evaluate an advertisement. Ex., clarity and conciseness.
Newspapers, magazines, labels, commercials, construction paper	205. Make a bulletin board display using advertisements with comparisons, deceptions, etc.	205. The student will make a list of descriptive words which helped them write an advertisement.
Television, radio, magazines	206. Write an advertisement for an imaginary product, imitating the style of a well-known advertising campaign.	206. The student will write one advertisement.
Weekly ads, newspapers, magazines.	207. Simulate an advertising campaign. Demonstrate the effect of advertising on consumers.	207. The student will relate the importance of advertising in getting distribution within the stores, and selling the consumers.

Resource	Activities	Performance Objectives
Old Life magazines National Geographics	208. Use national magazines to demonstrate the importance of photography in communication.	208. The student will display one photo to convey an idea and relate what is communicated to the readers.
KGTV- Highway 94 at 47th Street San Diego, 92102........262-2421 KFMB - 1405 Fifth Avenue San Diego, 92101 Tour Director...........232-2114	209. Visit a local television station.	209. The student will list five careers related to the television industry.
Camera, film, recorder, cassettes MP 29575 - How Communication Helps the Community	210. Prepare a slide presentation on community resources. Illustrate interdependence of workers.	210. The student will name five occupations which work together in their community.
Study Trip #15 - Glen Mitchell Manuals	211. Visit a place where catalogs or dictionaries are compiled. Discuss which occupations utilize these types of resources.	211. The student will list ten occupations which use catalog compilers.
Critics' columns from local papers, television	212. View a movie or television show. Develop a criteria to critique the show. Design a special format. (i.e., acting, photography, sound, realism, etc.)	212. The student will list three rules they learned in English (drama) which helped them critique a television show.
Occupational Outlook Handbook career reference books	213. Develop a spelling list from television, radio, and theater jargon.	213. The student will define and spell ten words on a vocabulary quiz.

Resource	Activities	Performance Objectives
School secretary, office machines	214. Demonstrate various kinds of duplicating machines within the school.	214. The student will articulate the use of office machines, and their importance within the school.
Construction paper, art materials, sample book jackets	215. Design book jackets to communicate descriptions of careers in English.	215. The student will list ten careers in which English usage is a necessity.
Travel posters, brochures, books about tourist attractions	216. Devise a skit, campaign or tour monologue to promote tourism. (Ex., may develop a running bus tour monologue about a specific area, i.e., zoo.) Discuss tourism careers.	216. The student will make a list of ten careers related to the tourist industry.
Dietrich, John. E., ABC's of Play Production, chapter 5 USIU School of Performing Arts 350 Cedar Street, San Diego 92101 239-0391	217. Present a play with a career related theme. Include set design, tickets, choreography, etc.	217. The student will be able to articulate the process of play production and name three of the careers involved.
Trade journals Ex: Journal of American Medical Association, English Journal Company newspapers or magazines	218. Discuss what is meant by "industrial journalism."	218. The student will relate the difference between consumer magazines and trade magazines.

Affective Domain

AFFECTIVE DOMAIN-CONCEPTS AND OBJECTIVES

Career Education Concepts

A. Individuals differ in their attitudes, interests, values, aptitudes and abilities.

B. An understanding and acceptance of self is important throughout life.

L. Decision-making is an integral part of career planning.

M. Attending to personal values, interests, abilities, and goals is necessary in order to make a satisfying career choice.

La Mesa-Spring Valley School District Affective Objectives

N. Help students develop pride in their work and a feeling of self-worth.

O. Develop a desire for learning now and in the future.

P. To develop good character and self-respect.

Q. To learn to respect and get along with the people with whom we work and live.

AFFECTIVE DOMAIN ACTIVITIES CROSS-REFERENCED WITH OTHER CURRICULUM AREAS

	K-3	4-6	7-8
Language Arts	11(b),12(b),14,15,16,17,19,20, 23,24(a,b),29,30,31,32,33(a-e), 40,41,42,43,44,45,46,47,49,50, 51,53	58,59,60,61,62,63,64, 66,68,69,70,72,73,75, 76,78,79,81,80,82,85, 86,87,90,94,95,96,97, 98,100,101,102,104,105, 106(a,b,d),108	110,111,112,113,114,115, 116,117,118,119,120,121, 122,123,124,125,126,127, 128,129,132,133,134(a,b), 135,136
Social Science	11(a),13,18,21,22,23,25,26(a), 27,55,57	67,71,77,84,88,89,91,92, 93,98,103,105,106(a,b,d), 107	111,120,127,128,130,131, 136,137
Math	39,48	99	11(a)
Science/Health	22,38,39,56	80(a), 83,106(c),108	113
Art	11c,12(a),16,24(c),26(b),35,36, 37,52,60(b)	74,76,88(b)	118
Physical Education	33(e),38,54	65,107	
Music	28,55(g)		134(c)

***Note:** SRA Focus on self development Levels I and II are cross referenced in detail with the above subject areas. See Appendix of Affective Domain curriculum.

EXIT LEVEL PERFORMANCE AREAS - AFFECTIVE DOMAIN	ACTIVITY NUMBER K-3	4-6	7-8
SELF AWARENESS	18*, 25, 26*	75*, 76 100	110, 115
Individual Differences	1*, 11, 12, 13, 38, 39	59*, 61, 74	
Mastery	2*, 36*, 54		
Abilities, Skills	5	107	121
Family	27		
COMMUNICATION			124*, 125
Non-verbal Communication	29, 30, 31	58, 69, 70	134
Verbal Communication	40		136
Feedback			133
Following Directions		96	
Interviewing	47*	104*, 105	
Social Interaction	28	80	
Friendship	34		
Social Behavior	6, 7, 23	97	
Group Cooperation	35, 53	65, 66, 98, 109*	112, 113
Authority, Power		87*, 89	130
DECISION MAKING	49	99	
Goal Setting		90	126, 132
Alternative Selection	16*, 45, 48, 50	79*, 83, 86, 88	
Problem Solving	19, 41*	64, 82	114
Activity Sequencing	20		
LIFE STYLE			137*
Leisure, Hobbies	57*	72	
Enlightenment		106	
VALUES	9, 42, 43, 44, 46	62, 63, 67, 77, 78, 84, 85, 94, 95, 101, 102	116, 117, 118, 120, 128
Preferences	17, 51		

EXIT LEVEL PERFORMANCE AREAS - AFFECTIVE DOMAIN	ACTIVITY NUMBER		
	K-3	4-6	7-8
FEELINGS..................................	3, 8, 10, 14*, 24	60*, 81	
Anxiety/Rejection.....................	33		
ROLE PLAYING............................	15, 32*	68*, 73	119, 122, 123, 129
CAREERS/JOB AWARENESS....................	4*, 37, 52, 56	91, 92, 103*	131
Assembly Line..........................	22	93	
ENVIRONMENTAL AWARENESS..................	21	71, 108	127*
MALE AND FEMALE ROLES/STEREOTYPES........	55		111*, 135

CONTENTS OF (*) ACTIVITIES FOR CAREER EDUCATION LEAD TEACHERS

AFFECTIVE DOMAIN

Grade	Affective Domain Activity Numbers	Skill Performance	Page
K	1	Individual Differences	277
	2	Mastery	277
	4	Careers/Job Awareness	277
1	14	Feelings	283
	16	Alternative Selection	285
	18	Self-Awareness	286
2	26	Self-Awareness	290
	32	Role Playing	294
	36	Mastery	297
3	41	Problem Solving	300
	47	Interviewing	304
	52	Careers/Job Awareness	308
	57	Leisure Hobbies	311
4	59	Individual Differences	314
	60	Feelings	314
	68	Role Playing	319
5	75	Self-Awareness	324
	79	Alternative Selection	326
	87	Authority, Power	333
6	103	Careers/Job Awareness	343
	104	Interviewing	343
	109	Group Cooperation	346
7	111	Male & Female Roles/Stereotypes	351
	120	Values	363
	121	Abilities, Skills	364
8	124	Communication	367
	127	Environmental Awareness	372
	137	Life	383

La Mesa-Spring Valley / Career Education Affective Objectives: A B Q (1)

Curriculum Considerations: Affective Domain, K-3 (K)

Resources	Activities	Performance Objectives
Self-Awareness - Project Choice San Diego City Schools MP 06940 - Boys & Girls: Alike and Different MP 72675 - Your Self Image	*1. a. 2 students stand in front of the group. The rest of the class points out ways in which the 2 are alike. (i.e. hair, eyes, nose,etc.). Then have them explain the ways in which they differ.	1. Student will be able to verbalize 2 ways in which they are like other students and 2 ways in which they differ.
SRA Focus on Self-Development, Stage One: Unit A Duso I : "The Red & White Bluebird" "The Fairfield Fire Department"	b. Children close their eyes and select someone to talk. Children guess who it is. Select several more children to talk. Summarize that they are special because of their voices.	
Book: Free to Be You & Me	c. Play "Who's Knocking". One child sits in a chair, his back to the group. Another is chosen and knocks on the chair. First child asks "Who's Knocking"? Second child using normal or disguised voice, answers "It is I". First child attempts to identify person.	

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Resources	Activities	Performance Objectives
	d. Select children to walk then hop. Students verbalize how they do these differently.	
	e. Show pictures of tall, short, fat, skinny people and animals. Talk about favorite people. Describe them. Aim the discussion toward the fact that although people and animals are different sizes, they are all important and useful; each person is a unique individual.	
	f. Children line up according to size. Discuss differences and similarities in size, eye and hair color, voice tone, etc.	

La Mesa-Spring Valley / Career Education Affective Objectives: A B M N C P Q (2)

Curriculum Considerations: Affective Domain, K-3 (K)

Resources	Activities	Performance Objectives
Self-Awareness - Project Choice San Diego City Schools	*2. a. Ask students to tell some of the things that are easy for them to do, and some that are hard. (Teacher could model this first, i.e., "It's easy for me to swim on top of the water, but it's hard for me to hold my breath underneath the water.")	2. Student will be able to tell 3 activities they do well, and 1 activity in which they would like to improve.
	b. Have students ask a parent or an adult something that is hard and something that is easy for them to do.	
	c. Students make pictures, collages of easy and hard tasks. Then students illustrate a task on which they would like to improve. Talk about how they might go about improving it.	
DUSO I - "Duso and Squeaker"	d. Ask: "What is something you can do much better than a baby?" Then, "What is something you think you will do better when you are 5 years older than you are now?"	

La Mesa-Spring Valley / Career Education Affective Objectives: B P (3) N P (4) M (5)

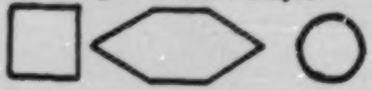
Curriculum Considerations: Affective Domain, K-3 (K)

Resources	Activities	Performance Objectives
Stockton Unified School District ESEA - Title I SRA Focus on Self Development Stage One, Units C,D,K,L,M,N,O,P DUSO I, Unit II	3. a. Feeling Box. Get boxes of varying sizes. Place objects of different shapes, textures, sizes in the boxes. Children identify objects, state how an object makes him/her feel, relate an experience to the object. Good idea for learning center approach.	3. Student will name 2 senses involved in the process of communication.
Cassette: Feelings (Hap Palmer songs) (available in Career Ed Office)	b. Place 1 or 2 large refrigerator boxes in the classroom. Allow volunteers to decorate outside. Cut a door. Place pillow, soft carpet inside and other soothing objects. Use as a place for students who need to be alone for awhile, never as punishment.	
	c. Children select and mark 1 color representing happy and another for sad. They use these to record feeling reactions to characters, story incidents, etc.. Discuss various colors selected as happy, sad.	

Resources	Activities	Performance Objectives
The Temper Tantrum Book, Preston, Edna, Viking, 1969 That Mean Man, Skorpen, L., Harper and Row, 1968	d. Utilize books as a springboard to discuss anger, other feelings. Examples: The Temper Tantrum Book, or That Mean Man.	
Self-Awareness - Project Choice San Diego City Schools Career Pictures Free to be You and Me: "Parents are People"	* 4. Working with a small group (8-10), introduce the ideas of "jobs" and "work" by having students respond with their definitions. a. Discuss jobs they do at home and why they are important. Have students act out a job they do at home, and see if the others can guess what it is. b. Ask students what jobs they do at school and why these jobs are important.	4. Student will name 2 jobs he or she does at home and 2 jobs he or she does at school.
MP 22920 - Firemen Today	5. Use specific stories from DUSO to discuss skills, assets and liabilities about jobs. (Example: "Fairfield Fire Dept.")	5. Student will name 1 skill which is necessary to become a good fire fighter.

La Mesa-Spring Valley / Career Education Affective Objectives: B P Q (6,7,8)

Curriculum Considerations: Affective Domain, K-3 (K)

Resources	Activities	Performance Objectives
Stockton Unified School District ESEA - Title I Can of Squirms: Primary MP 25850 - Getting Along With Others	6. Stress different situations involving good manners each week. Emphasize tone of voice used inside, then outside. Simulate situations that occur on playgrounds, in class, at home. Work on alternatives by simple role playing.	6. Student will role play acceptable behavior for a given situation.
	7. Make 3 signs in these shapes:  Attach handles. Label them PLEASE, THANK YOU, and EXCUSE ME. Feature individually and record on chart when children appropriately use them.	7. Student will demonstrate appropriate use of good manners by saying please, thank you or excuse me in an appropriate situation.
See p. 276	8. "How do you feel when...."(game) 1) Someone says you're not nice. 2) Someone scolds you. 3) Someone smiles at you. 4) Someone says he likes you. 5) You tell your mother you love her. 6) You tell someone you hate them. 7) You are angry. 8) Someone wins the game and you lose. Stress the concept of expressing feelings in ways that are not destructive to others.	8. Student will verbalize his/her feelings about a given situation.

La Mesa-Spring Valley / Career Education Affective Objectives: A M Q (9) B Q (10)

Curriculum Considerations: Affective Domain, K-3 (K)

Resources	Activities	Performance Objectives
Helping Hands Game (Available from Career Education office)	9. Helping Hands - Play-by-Colors Game. A game for 2-6 players designed for pre-school and primary level non-readers. Eight value areas are introduced along a road around the playing surface. Moves are determined by drawing a "Helping Hands" card. Players have the opportunity to "help" other players to advance. The sharing of values and caring for others are the game's two central learning experiences.	9. Student will give an example of 1 of the eight value areas.
Moods and Emotions Teaching Pictures (Available from Career Education office)	10. Moods and Emotions - Teaching Pictures A packet of materials and suggestions for activities to stimulate thinking and feeling, especially in the area of understanding of self and others. For example, the photos (Teaching Pictures) can be used to stimulate discussion about the feelings of the people depicted, or for creating unfinished stories, which the children then complete.	10. Student will name the feeling depicted in a given photograph.

La Mesa-Spring Valley / Career Education Affective Objectives: A B M (12) B (11,13)

Curriculum Considerations: Affective Domain, K-3 (1)

Resources	Activities	Performance Objectives
SRA: Focus on Self-Awareness also: EPDA Institute - Career Development and the Elementary Curriculum - University of Minnesota College of Education - Summer, 1971	11. a. Students place a mirror against a wall or on the floor and study themselves. Describe color of hair and eyes, shape of brows, teeth, color and design of clothing, etc.	11. Student will be able to give an oral description of his or her physical characteristics.
MP 48990 - People	b. Children tell 2 things they like about themselves.	
	c. Draw pictures of self, post, share through discussion.	
	12. a. Children lie down and trace themselves on papers. Then fill in life-size picture. (NOTE: Have children do this once at beginning of year, and again at end.)	12. Student will compare beginning and end of year self-pictures and note one difference.
	b. As an alternative or additional activity, students fill in their life-size pictures with either drawing or pictures cut from magazines to represent such things as their values, abilities, kinds of things they like to do, etc.	

Resources	Activities	Performance Objectives
	Values exercise, i.e., "Values Voting," should precede if this activity is chosen. (See attached sheet.)	
Coronado Plan (K-3) MP 72675 - Your Self Image DUSO I "The Red & White Bluebird" "Peekaboo Emu"	13. Ask children if anyone has ever felt badly about their size or teased someone about their size. Discuss why. Aim the discussion toward appreciating ourselves for what we are.	13. Student will relate an example of how feelings can be affected by ones physical size.

VALUE CATEGORY MEANINGS*

VALUE: That which every man, consciously or unconsciously, strives for constantly; often referred to as "a need or want," an aspiration or ambition, but generally with more durability timewise and intensity-wise than the common connotation of these terms.

VALUE CATEGORIES: The eight "universalities" or categories of "needs and wants" defined by Dr. Harold Lasswell as being basic values sought by all men in all known cultures. The Lasswell classification model is not a set of norms but a framework of open-ended continuum of categories based on comprehensive, cross-cultural, psychological and historical data as well as on wide-ranging empirical studies. This list of categories is by no means the only useful scheme for classification. It is preferred for its contextuality, economy in terms, precision, and usefulness in isolating fundamental links in human goals.

A. **Affection**. Love and friendship that you have for other people and that you feel they have or should have for you.

B. **Respect**. Courtesy and admiration that you have for other people and they have for you.

C. **Skill**. The ability to do things well, and to feel that you can do them well.

D. **Enlightenment**. Your ability to understand what things mean; gaining knowledge to help do the things you want to do.

E. **Influence**. (Power). The ability to control your own behavior, and the ability to get other people to see your point of view and to do what you would like them to do. Being able to make your own choices.

F. **Wealth**. (Goods and Services). Having money or the things that money can buy, such as food, clothing, and shelter. Being able to perform a service for others.

G. **Well-being**. A feeling of contentment, health, inner peace, happiness. Not being sick, upset, unhappy or bored.

H. **Responsibility** (Rectitude). Knowing what is right and wrong for oneself, keeping one's promises, being honest, just and trustworthy.

VALUE CATEGORIES: (Cont'd.)

Some Related Words

Affection

Friendship
Love
Fondness
Loyalty
Caring

Respect

Honor
Courtesy
Admiration
Look up to

Skill

Ability
Training
Talent
Capability

Enlightenment

Knowledge
Learning
Understanding

Well-being

Health
Happiness
Contentment

Influence (Power)

Decision-making
Authority
Leadership
Self control

Wealth

Food
Clothing
Shelter
Performing a service
Possessions
Property
Working

Responsibility (Rectitude)

Honesty
Justice
Fair play
Trust
Keeping your promise

*Pennant Educational Materials
4680 Alvarado Canyon Road
San Diego, California 92120

La Mesa-Spring Valley / Career Education Affective Objectives: A B M (14 B (15)

Curriculum Considerations: Affective Domain, K-3 (1)

Resources	Activities	Performance Objectives
Can of Squirms: Primary Level	• 14. Explain that different people have different reactions to different situations. We have different ways of expressing these reactions and feelings, by using our voices, by expressions we show on our faces, and by the way we move ourselves around. Students can practice using facial expressions and body movements (no voices) to show how they feel: -at the beach -in the swimming pool -petting a dog or cat -eating broccoli -putting on a jacket with the zipper stuck -being told to go to bed -getting a present -falling on the playground -losing a tooth -eating ice cream -getting new shoes -going to the doctor's office (or dentist,etc.) -riding in an airplane -being told you have to move -going to the zoo	14. Working in pairs, student will accurately communicate nonverbally a specific feeling or reaction.
SRA Focus on Self Development Stage One: Photoboards	15. Children use photoboards to role-play situations depicted.	15. Student will demonstrate reactions to a variety of situations through role playing.

La Mesa-Spring Valley / Career Education Affective Objectives: A B C M (16)

Curriculum Considerations: Affective Domain, K-3 (1)

Resources	Activities	Performance Objective
Coronado Plan (K-3)	* 16. Teacher prepares poster as follows: Children draw picture of selves on a small piece of paper. Then they paste their picture (which is a vote) on the poster under their choice. Then the results can be discussed: Which choice is the most popular? Reasons why, etc..	16. Student will demonstrate ability to choose among alternatives by selecting an alternative and giving one reason for his/her choice.

Playing Alone	Playing with a Friend	Playing with a Group of kids

Other possible alternatives are:
a. Going camping
b. Going to Disneyland
c. Going to the beach

La Mes-Spring Valley / Career Education Affective Objectives: A B M (17) B M (18)

Curriculum Considerations: Affective Domain, K-3 (1)

Resources	Activities	Performance Objectives
MP 08940 - Boys & Girls: Alike and Different	17. Make a chart about 20 feet long:	17. Student will identify his/her "favorites" in at least 2 categories.

Name	Favorite Person	Fav. Food	Fav. Game	Etc.....

Resources	Activities	Performance Objectives
	Have each child paste a picture, draw and color, or write to fill in the areas by his name.	18. Student will make a "This Is Me" booklet and will be able to tell one important thing about him/herself.
"Me Book" Learning Center (available from Career Ed. Office)	*18. Have each student made a This Is Me booklet that shows a drawing of himself, his likes and dislikes, things he can do, etc.	
MP 72675 - Your Self Image		
DUSO I "Peekaboo Emu"		

La Mesa-Spring Valley / Career Education Affective Objectives: B L Q (19) L M (20,21) N O Q (22)

Curriculum Considerations: Affective Domain, K-3 (1)

Resources	Activities	Performance Objectives
Stockton Unified School District ESEA - Title I SRA Focus on Self Development Stage One: Units H,M,N,O,P,R	19. Questions that might be used for an open-ended group discussion: 1) One problem I wish the class would talk about is ________ 2) If I never had problems I ________ 3) One problem I solved is ________ 4) I think I caused a problem when I ________	19. The student will identify one problem that the class or he/she has.
Stockton Unified School District ESEA - Title I MP 26100 - Going to School is Your Job	20. Plan day's activities with class. Children draw pictures of various activities and arrange in sequential order.	20. The student will name 3 activities that are an important part of the school day.
	21. Take a neighborhood walk. Have children name things they would like to remain the same and those they would like changed (i.e. litter, broken-down cars, etc.). Upon returning to class have students illustrate each point, post.	21. The student will name one way a given change could be accomplished.
Tinker-toy set, Lincoln Logs, many various manipulative toys. DUSO I : "Captain Blooper's Cake" "The Snow House" MP 27407 - Guidance: Working With Others	22. Discuss and demonstrate simple assembly line activities for introduction of concept.	22. The student will give an example of a product that could be produced on an assembly line.

Resources	Activities	Performance Objectives
Teaching Pictures (available at Career Education office) MP 07350 - Beginning Responsibility: Rules at School MP 28850 - Holiday from Rules MP 46850 - Our Class Works Together DUSO I, Unit III	23. Teaching Pictures: a. A packet of materials including 12 "Teaching Pictures" and 12 "Resource Sheets" emphasizing concepts such as: Taking turns, sharing, helping others, playing together, cooperating with each other. Resource sheets include a variety of activities, such as: singing and rythmic activities using partners; discussion questions and ideas corresponding to the "Teaching Pictures", and stories related to the concepts mentioned above.	23. The student will be able to name 2 rules which are important when working with other people.
Wee Winkie Bear Stories (available at Career Ed. Office)	b. "Wee Winkie Bear Stories": A kit for telling stories through the use of an animal puppet emphasizing important themes, such as sharing, loving, thankfulness. helping friends.	

La Mesa-Spring Valley / Career Education Affective Objectives· A B Q (24) B M (25) N (25)

Curriculum Considerations: Affective Domain K-3 (2)

Resources	Activities		Performance Objectives
Stockton Unified School District, ESEA Title I See p. 276	24.	a. Discuss meaning of words: anger, fear, happy, worry, sadness, shame, distress, sympathy.	24. The student will relate a time he/she felt angry and a time he/she felt happy.
		b. Collectively work on a "Happiness Is" or "Worry Is" booklet, each person contributing an illustration.	
DUSO I : "The Jogger"		c. Make a worry bird. Child will need a small rock on which to paint eyes, a beak, worry lines. Could be mounted on a stick or piece of driftwood. Work on drawing features on paper first.	
MP 72675 - Your Self Image MP 08940 - Boys & Girls : Alike and Different	25.	a. Throughout the year, allow each child to make a bulletin board about him/herself.	25. Student will verbalize two qualities which make him/her a unique individual.
DUSO I : "The Red & White Bluebird" "Fairfield Fire Department" "Peekaboo Rex" "The Swimming Kangaroo"		b. Take a series of snapshots of students in an educational setting depicting them in significant roles. Include each person. Post, discuss.	

La Mesa-Spring Valley / Career Education Affective Objectives: A B M (26) B (27)

Curriculum Considerations: Affective Domain K-3 (2)

Resources	Activities	Performance Objectives
Magazines Assorted objects SRA Focus on Self Development Stage Two, Unit B	* 26. Procure an assortment of objects and magazines (for pictures) for this activity. Provide the opportunity for pupils to make a "Me-Bag". They should select from the objects and pictures you have provided those which represent their interests and tastes. a. Individual "me-bags" may be made, or 1 collective "me bag" may be used. After the first child has filled the "me-bag" (be sure to allow each child to verbally identify any items he or she feels should have been included in the bag), have him pass it to the next person with his items in it. The next child then takes out and/or puts in items to complete his/her "me-bag". Facilitate a discussion focusing on individual differences in tastes and interests based on what each individual retains or adds to the bag.	26. The student will describe 2 of his/her interests.

Resources	Activities	Performance Objectives
	b. Construct "me-boxes". Outside draw pictures of things student likes or likes to do. Inside place magazine cut-outs of same.	
SRA Focus on Self Development Stage One: Units B,D,J,K,N,O,P MP 20350 - Evan's Corner MP 50215 - A Place of My Own	27. Discuss individual family structures and position of each child as to first, middle, last, etc.. Ask if child likes the position and why or why not. Share feelings.	27. The student will relate his/her position in the family and will share his/her feelings.

La Mesa-Spring Valley / Career Education Affective Objectives: Q (28,29)

Curriculum Considerations: Affective Domain K-3 (2)

Resources	Activities	Performance Objectives
DUSO I Song: My Friend and Me	28. Singing game: Children form a double circle. Students in outside circle join hands with children nearest them in inside circle. Moving in clock-wise direction they perform the action suggested by the first song verse with their partners beside them. Each time a verse is finished, the inside circle steps ahead so they can join hands with next person, etc..	28. The student will relate one thing that is important in working with other people.
	29. The teacher whispers directions to the child who is "it" such as "shut off the lights". "It" tries to convey the directions non-verbally. The person who is able to carry out the directions will become "it". Emphasise that talking is sometimes important in getting a task done quickly and well.	29. The student will demonstrate the difference between verbal and non-verbal communication.

La Mesa-Spring Valley / Career Education Affective Objective: C (30,31)

Curriculum Considerations: Affective Domain K-3 (2)

Resources	Activities	Performance Objectives
Stockton Unified School District ESEA - Title I	30. Children take turns trying to give messages to the class without using words. Try commands such as "don't talk", "come here" or "go away now". Bring out the point that gestures and facial expressions limit communication.	30. The student will communicate a thought non-verbally.
	31. a. Watch a TV show or film without the sound. Ask for interpretations of what was happening.	31. The student will be able to interpret a given visual representation of a simple action accurately.
Can of Squirms: Primary	b. Use pantomime, having rest of group guess what is occurring. 1)Volunteer starts from his seat, carries make believe box to the front of the room, opens it, takes object out, does something with it. 2)Volunteer thinks of an adult occupation and acts it out.	

La Mesa-Spring Valley / Career Education Affective Objective: Q (32)

Curriculum Considerations: Affective Domain K-3 (2)

Resources	Activities	Performance Objectives
Stockton Unified School District ESEA - Title I	• 32. Write on the board or on a large sheet of paper the name of fictitious group members: Tillie Tattle Bossy Bob Millie Myway Freddy First Wendy Worker Discussion Dick Critical Hildred Sheldon Share Then read comments and have children guess which character made the statement, for example: "Listen to me!" "Not that way....!" "I don't want to do it that way..." Role play the above characters in simulated school situations.	32. Student will role play a character who has a given personality characteristic.

La Mesa-Spring Valley / Career Education Affective Objectives: B Q (33) Q (34)

Curriculum Considerations: **Affective Domain K-3 (2)**

Resources	Activities	Performance Objectives
Stockton Unified School District ESEA - Title I **DUSO I : "The Box" "The Outsider"**	33. a. Make 3 lists of activities. 1) Those fun to do alone. 2) Those fun to do with 2 or 3 friends. 3) Those fun to do with many friends. Discuss how various activities on the list could be altered to accomodate a newcomer.	33. Student will give 2 alternatives that he/she could choose if he/she was left out of a given situation.
SRA Focus on Self Development Stage One : Units D,J	b. Discuss various situations in which children might be left out. When parents go places by themselves, older brothers' and sisters' activities. Ask, "What are some things you might do if you are left out of the plans of others?"	
	c. Discuss various worries that young children have: acceptance by peers, nightmares, etc.. Talk about ways these might be handled.	
DUSO I : "Gordo & Molly" "A Spoonful of Sugar"	34. a. Have a "Pal for a Day". Pair off children and encourage them to work, play and help each other for that day.	34. Student will be able to name 2 things that are important in working with other people.

Resources	Activities	Performance Objectives
	b. Establish a classroom environment that encourages intimate conversation. Quiet but small and attractive areas with rugs.	
	c. Help pupils compile a list of people they talk to during a week's time. Discuss.	
	d. Each week ask a different group to help plan some activities for the week or for the day. They do not need to be new or complicated.	
DUSO I : "Captain Blooper's Pirates" "Captain Blooper's Cake"	e. A tug-of-war can demonstrate the need for complete participation. Select 2 evenly matched teams. Have 2 or 3 members loosen their hold. Alternate "loafing" roles so all children can see that real teamwork is sometimes necessary for success.	

La Mesa-Spring Valley / Career Education Affective Objectives: A L M Q (35) M N O (36) L (37)

Curriculum Considerations: Affective Domain K-3 (2)

Resources	Activities	Performance Objectives
	35. Three groups of children do a worksheet in different sequence. Group 1 - color, cut, paste Group 2 - cut, paste, color Group 3 - cut, color paste Keep a timesheet for each group showing how much time was spent a. doing the project b. cleaning up afterwards In a class discussion compare the appearance of the worksheets and the timesheets.	35. The student will give an example of how time relates to efficiency.
SO I : "Prince Lazy Bones"	36. The child draws a picture of something he/she can do. On the back he/she records who taught him/her to do it. The child shares and the class guesses from whom he/she learned. Discuss others who teach how-to's.	36. The student will be able to name 3 people who have taught him/her something.
	37. The children trace their bodies and complete the tracing with clothing appropriate to an occupation.	37. The student will match a worker with appropriate clothing.

La Mesa-Spring Valley / Career Education Affective Objectives: A B M (38,39) Q (40)

Curriculum Considerations: Affective Domain K-3 (3)

Resources	Activities	Performance Objectives
EPDA Institute - Career Development and the Elementary Curriculum - University of Minnesota College of Education - Summer, 1971 DUSO I: "Peekaboo Emu" Free to Be You and Me: "When We Grow Up"	38. Have students describe how they are affected by physical traits. a. Demonstrate differences and similarities due to physical traits using running games, weight lifting, ball skills, rope climbing, etc. b. Discuss how physical factors such as size affect certain occupations.	38. Student will name one occupation for which a tall person would be best qualified.
EPDA Institute SRA Focus on Self Development Stage One, Unit B	39. Students describe how they are affected by mental abilities. Use thinking games, crossword puzzles, timed games, activities. Discuss how certain mental abilities are required for various occupations.	39. Student will name one occupation in which an ability to think quickly is important.
NTL Institute for Applied Behavioral Science, 1201 Sixteenth Street, N.W., Washington, D.C. 20036	40. The Echo Game: 1) Start a discussion on a subject of special interest to the class. 2) After the discussion is underway, interrupt the class and tell them that before anyone speaks, he must first repeat what the previous speaker has said, to that person's satisfaction.	40. The student will be able to repeat (or summarize) what one other person has said.

Resources	Activities	Performance Objectives
	Tell the observers to count the number of participants who give accurate accounts of what the previous speakers have said and to notice if the participants are actually listening to each other. 3) When the discussion is over, participants and observers should exchange places and repeat the process.	

La Mesa-Spring Valley / Career Education Affective Objectives: A L M O Q (41)

Curriculum Considerations: Affective Domain K-3 (3)

Resources	Activities	Performance Objectives
Stockton Unified School District SRA Focus on Self-Development Stage One, Units H,M,N,O,P,R	* 41. a. Problem Box: Children write in a few sentences answering: "One problem I wish the class would discuss...." Save for problem solving or brainstorming activities. Problem Solving techniques: 1) State the problem. 2) Discuss possible causes. 3) Discuss measure that might prevent its recurrence. 4) Discuss possible solutions, pros and cons feelings about them consequences 5) Discard unacceptable solutions. 6) Try proposed solution 7) Evaluate, if still unsatisfactory, repeat steps 4-6. b. Problem Booth: Set up a private area for 2 students to talk over personal conflicts. Rule: No long periods of silence and no pouting. Final decision can be shared with small group involved.	41. Student will generate one possible solution for a given problem.

La Mesa-Spring Valley / Career Education Affective Objectives: A L M (42) A B N (43)

Curriculum Considerations: Affective Domain K-3 (3)

Resources	Activities	Performance Objectives
Simon, S., Howe, L., & Krischenbaum, H., - Values Clarification Hart, 1972 Values Voting - P. 38 Proud Whip - P. 134	42. Values Voting: Teacher reads questions which begin with the words, "How many of you....?" For example, "How many of you like to go on long walks or hikes?" Students then respond, with corresponding hand gestures, affirmatively, negatively, or undecided. Discussion may or may not follow.	42. Student will express his/her feelings about 5 given situations.
	43. Proud Whip: Teacher asks students to consider what they have to be proud of in relation to some specific area or issue. Teacher whips around the room calling upon students in order. Students respond with the words, "I'm proud of...." or "I'm proud that..." Any student may pass if he/she chooses. Sample question: "What is something you are proud of that you can do on your own?"	43. Student will name 2 things he/she is proud of.

La Mesa-Spring Valley / Career Education Affective Objectives: A L H (44)

Curriculum Considerations: Affective Domain K-3 (3)

Resources	Activities	Performance Objectives:
Values Clarification Unfinished Sentences - P. 241	44. Unfinished Sentences: Teacher provides students with a list of unfinished sentences. Some examples are: "On Saturdays, I like to....." "If I had a million dollars I would...." "Secretly I wish...." Teacher then circulates throughout the room calling on students to complete aloud any one of the sentences with whatever comes to mind. There can be a second or third time around if time permits and the group seems interested. Students may pass. A discussion may follow, with students elaborating on their answers, or questioning other students on their answers.	44. Student will express one of their values by completing an unfinished sentence.

La Mesa-Spring Valley / Career Education Affective Objectives: A M (45,46)

Curriculum Considerations: Affective Domain K-3 (3)

Resources	Activities	Performance Objectives
	45. Students discuss how their tastes will influence their choices when they have the opportunity to choose.	45. Student will give one example of how his/her tastes influenced a decision he/she made.
Values Clarification Public Interview - P. 139	46. Public Interview: Teacher asks for volunteers who would like to be interviewed publically about some of their beliefs, feelings and actions. Volunteers sit at the teacher's desk or chair in front of the room, and the teacher moves to the back of the room and asks the questions from there. Sample interview questions: "Do you got an allowance?" "What kind?" Do you have to do anything for it?" Student may pass on a particular question if he chooses; and may end the interview at any time.	46. Student will express their beliefs or feelings about a given issue.

La Mesa-Spring Valley / Career Education Affective Objectives: A O Q (47)

Curriculum Considerations: Affective Domain K-3 (3)

Resources	Activities	Performance Objectives
Self-Awareness - Project Choice See p. 432 (Career Interview Form) MP 54950 - School for Ted	* 47. Introduce this activity by telling students they are going to "interview" some of the people that work around school about their jobs. They will need paper and pencil to take notes of their answers and they should have some specific questions in mind for the interview. (If students seem unclear as to how to do the interview or what to ask, it may be helpful to model a sample interview first.)	47. Student will name 10 jobs that could be performed by a man or a woman.

Resources	Activities	Performance Objectives
Career Education Project - Missouri	48. a. Secure some play money or design your own. Provide an equal amount for each pupil. Make a bulletin board with as many activities as you can provide at the school; i.e.: - play a game - math worksheet - play teacher - read a book - library - help the teacher - etc. Allow each pupil to purchase, with the play money you have provided, time at any activity. Then provide the opportunity for each child to participate in the activity of his choice. Each child should get to purchase time at 2-3 activities. Overloads may be handled by having children rate their choices 1,2,3. Give some choice 1, then switch. b. Lead a discussion about why children purchased what they did. Relate choices to interests and make the point that we spend time doing what we're interested in.	48. Name 2 interests he/she has and describe one way his/her interests influence choices.

Resources	Activities	Performance Objectives
DUSO II, Unit VII Cycle C DUSO I, Unit VII/Introduction	49. Worry Game: Divide group into 2 teams, the worriers and the doers. Leader starts by stating a hypothetical plan such as "Tomorrow we are going on a study trip." First child on worrier team suggests something that might happen to spoil the trip, such as, a flat tire. First child on doer team must make a decision. If problem can be overcome child must suggest a solution (e.g. changing the tire and going away). If the worry is something that can't be changed, such as getting the mumps, the child might suggest an alternate activity (e.g. staying home then calling a friend for a report on the trip). If a child cannot make either decision, the worriers score a point. Continues on with second child, etc.	49. Student will name a possible solution to a given problem.

La Mesa-Spring Valley / Career Education Affective Objectives: A L M O (50) B L M (51)

Curriculum Considerations: Affective Domain K-3 (3)

Resources	Activities	Performance Objectives
	50. Write the names of chosen activities on the chalkboard. Have children line up in front of these activity names if they chose them. Compare frequency of choice of any activity. Discuss with children in each group why they chose any activity--were some led to an activity by different interests? For instance, choices could have been motivated by an interest to be with someone else, or choices could have been made by elimination of other alternatives.	50. Student will name 2 activities which relate to a given interest he/she has.
	51. Cut several pictures from magazines representing objects children may have preferences for or aversion to. Categories may include types of food, clothing, different animals, pets, toys, etc.. There should be several pictures per category to give variety. Have each student take a category and sort the pictures into like-don't like piles. A student sorting clothing pictures might, for example, put all plaids into the "don't like" pile.	51. Student will give a reason he/she likes or dislikes a given object.

La Mesa-Spring Valley / Career Education Affective Objectives: M N O P (52) A L M Q (53)

Curriculum Considerations: Affective Domain K-3 (3)

Resources	Activities	Performance Objectives
MP 26100 - Going to School Is Your Job	52. a. Students fold a large piece of drawing paper in half. Give the following instructions: "On the left side of the paper, draw a picture of work you do at home. On the right side, draw a picture of work you do at school."	52. Students will give an example of a job he/she does at home and one example of a job he/she does at school.
Free To Be You & Me "Parents Are People" MP 22075 - Fathers: What They Do MP 44175 - Mothers: What They Do	b. Students paint a picture of something they would like to do when they are adults.	
	c. Make a chart describing which jobs must be done in the classroom and who will do them. Check off each job as it is completed each day.	
MP 46850 - Our Class Works Together MP 27407 - Guidance: Working With Others MP 25850 - Getting Along With Others	53. Students work in pairs to accomplish a task (i.e. a mural depicting work roles of parents - survey first). Discuss the influence they had on the task and with each other to get it done.	53. The student will name an important rule to remember in working with other people.

La Mesa-Spring Valley / Career Education Affective Objectives: L M (54)

Curriculum Considerations: Affective Domain K-3 (3)

Resources	Activities	Performance Objectives
Stockton Unified School District DUSO I - "Thaddaeus Platypus" DUSO II - Unit IV	54. Obstacle Course: Set up an obstacle course in the classroom or on the playground. Some should take some ingenuity to get around; one might be so interesting as to be distracting; one might look simple but be difficult, etc.. Afterwards, compare the similarities between attaining a goal and running an obstacle course.	54. Student will name obstacles he/she has encountered in attaining a specific goal.

La Mesa-Spring Valley / Career Education Affective Objective: A M O (55)

Curriculum Considerations: Affective Domain K-3 (3)

Resources	Activities	Performance Objectives
EPDA - Minnesota MP 44175 - Mothers: What They Do MP 34534 - Jobs in the City: Women	55. a. Bulletin board illustrating changing role of women.	55. Student will name 3 jobs that are commonly done by women today which were done mainly by men in the past.
	b. Newsclippings describing new job roles for women (i.e. telephone installer, school custodians, jockeys, baseball umpire, etc..	
	c. Conduct a survey of what mothers of the children are doing. Discuss part-time and full-time jobs.	
	d. Have a working mother visit and talk about her job.	
	e. Have a mother who doesn't work outside the home come and talk about the jobs she has as a homemaker.	
	f. Have students interview women - parents or friends to determine "why the woman is working" i.e. supplement family income, special purchases, personal desire.	
Free to be You and Me, Thomas, Marlo	g. Learn songs, read stories discuss concepts regarding sexual biases in our society. Use as excellent resource book for elementary grades (Free To Be You and Me).	

La Mesa-Spring Valley / Career Education Affective Objectives: A M O (56,57)

Curriculum Considerations: Affective Domain K-3 (3)

Resources	Activities	Performance Objectives
EPDA - Minnesota **Peabody Kit - Tool Cards** **Career Pictures** **Electric Boards** **(available at Career Ed Office)** **T.A.D. Career Folders**	56. Worker from community visits class and brings tools of his work with him (e.g. a carpenter, an electrician, etc.). Ask the worker to demonstrate the tools for the class and explain the consequences of misuse. Have the worker describe the physical characteristics of his job and what he likes and dislikes about his work.	56. **Students will match 4 tools with the appropriate occupations.**
	57. Work Role Bulletin Board: a. **Children look through magazines, newspapers, etc., and collect pictures of workers engaged in varying work roles. A bulletin board is made with a caption identifying the job and some of its characteristics.**	57. **The student will name 2 jobs that can be work for some people and leisure time activities for others.**
Guest speaker whose hobby became a career.	b. **Children gather pictures of people working and playing. Discuss how one person's work can be another man's leisure. Demonstrate that some jobs that people have are considered play to the child (i.e. baseball player).**	

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Resources	Activities	Performance Objectives
Focus on Self-Development Stage One: Awareness Stage Two: Responding	K-3 Focus on Self-Development Focus on Self-Development, Stages 1 and 2, is a multimedia guidance program for the elementary grades designed for classroom use. The overall objectives of the program are to lead the child toward an understanding of self, the environment and its effects. The various stories, audio visual aids, and activity materials center around the following themes: attributes of self, family relationships, understanding others, feelings, problem solving and decision-making, sharing, peer relationships and the world of work. The program may be used by the teacher in part or whole.	

La Mesa-Spring Valley / Career Education Affective Objectives: A B L M N O P Q

Curriculum Considerations: Affective Domain K-3 (3)

Resources	Activities	Performance Objective
DUSO; published by: American Guidance Service, Inc. Publisher's Building Circle Pines, Minnesota 55014	K-3 DUSO (Developing Understanding of Self and Others) is a developmental program of activities (K-4) designed to stimulate social and emotional growth and is organized around 8 major themes: I. Understanding and Accepting Self II. Understanding Feelings III. Understanding Others IV. Understanding Independence V. Understanding Goals and Purposeful Behavior VI. Understanding Mastery, Competence and Resourcefulness VII. Understanding Emotional Maturity VIII. Understanding Choices and Consequences. The activities include role-playing, puppetry, group discussion, problem situations, supplementary reading suggestions, music and art. The appropriate activities may be used in part or in whole.	

La Mesa-Spring Valley / Career Education Affective Objectives: B Q (58,59) A B L M O Q (60) B (61) A L M (62)

Curriculum Considerations: Affective Domain 4-6 (4)

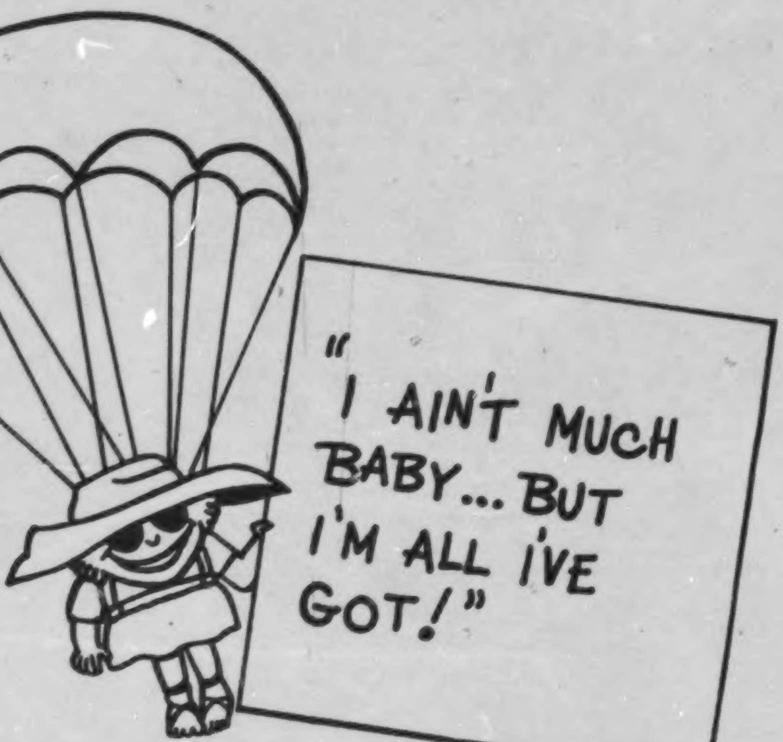
Resources	Activities	Performance Objectives
TAD, Units 7,8,9	58. Mirror Image: Children pair up, one is the mirror, the other the communicator. The mirror watches his partner and portrays the expressions as they are happening. The communicator sees an impression of himself. (Note: Communicator needs to move slower than usual so mirror can follow). Relate what was felt and learned.	58. Student will replicate expression and talk, and verbally describe what feelings the expression communicates.
MP 72395 - You TAD, Level I, Unit 17	• 59. Working in pairs, have children pretend they have exactly the same name and looks: How will other people tell them apart? Tape record their findings.	59. Student will name 2 individual differences other than physical characteristics.
Feel Wheel Psychology Today game Copyright 1972, CRM Inc. Del Mar, Calif. 92014 Feel Wheel (available at Career Education office) TAD, Unit 6	• 60. a. Feel Wheel Use the Feel Wheel to develop a vocabulary for emotions. 32 emotions on a chart nearly 3' x 3' can be a visual incentive for building a feeling word bank. The wheel encourages people to identify what they are feeling at the moment.	60. The student will name 2 careers which involve public communication of feelings.

Resources	Activities	Performance Objectives
	b. Students make own Feel Wheel using own descriptive words. Discuss people who communicate feelings publicly (i.e. actors, actresses, poets, politicians, writers.) c. Discuss how certain colors are associated with feelings. Students color in their feel wheels with appropriate colors.	
Stockton Unified School District	61. Children write their names. Ask them to think of an adjective beginning with each letter of their name. Adjectives should be descriptive of themselves.	61. Student will name 3 adjectives which describe him/her.
Career Education Curriculum Project Life Career Development Center College of Education University of Missouri - Columbia (4-6)	62. "Aladdin's Lamp" a. Relate the story of "Aladdin's Lamp" and have children close eyes. b. State, "If you found 'Aladdin's Lamp' on the playground for what 3 things would you wish?" c. Have children share their wishes with the group.	62. The student will select and articulate 3 specific values in a fantasy situation.

La Mesa-Spring Valley / Career Education Affective Objectives: A L M O Q (64) A B L M P (63)

Curriculum Considerations: Affective Domain 4-6 (4)

Resources	Activities	Performance Objectives
Simon, S., Howe, L., Kirschenbaum, Values Clarification Hart, 1972 P. 58-93 MP 68125 - We Make Choices	63. Rank Ordering: Teacher explains that questions will be asked which will require them to make a value judgement. Give 3 or 4 alternatives for responding to each question. For example, the teacher might ask, "Where would you rather be on a Saturday afternoon?" The following choices are written on the board: - at the beach - in the woods - in a discount store Discussion with students' reasons for their choices.	63. Student will choose among alternatives, giving the reason for his/her choice.
Open-Ended Stories Magazines: i.e. Cricket, Childhood, Highlights, Jack and Jill. Books: i.e. Short-Stories Collections - see school librarian MP 66175 - The Right Thing to Do MP 48234 - The Paper Drive MP 13590 - The Boat Clubhouse	64. Open-Ended Stories a. Collect stories that present some decision making or problem solving situation. Present story to students unfinished, have them complete the story. b. Students write their own open-ended story. Choose a partner with whom they will trade stories. Students will finish each other's stories.	64. Student will resolve a problem situation in writing.


"I AIN'T MUCH BABY... BUT I'M ALL I'VE GOT!"

La Mesa-Spring Valley / Career Education Affective Objectives: A (65) L Q (66) A B L M N (67)

Curriculum Considerations: Affective Domain 4-6 (4)

Resources	Activities	Performance Objectives
EPDA Institute - Minnesota Bread & Butterflies: People Need People DUSO II, Unit III TAD, Units 1,12,13,14,15,16	65. Use some of the following activities as a basis for discussion of groups and group behavior: -square dancing -marching in step -2 jumping rope together -Chinese get-up (link arms, back to back, stand up) -6 person pyramids -choral reading and evaluation	65. Student will name 2 things which are important in working with another person.
	66. In planning one of the class parties or meetings, have half the class plan in the inner of 2 circles while the outer circle acts as observers; have the groups switch roles. Have them evaluate with their own groups how well they did as a group and how they might improve.	66. Student will name 2 things which are important in effective group planning.
Simon, S., Howe, L., Kirschenbaum, H. Values Clarification, pp. 255-256 MP 66175 - The Right Thing to Do	67. TAKING A STAND Select a controversial issue and each student writes a slogan on a piece of cardboard indicating his or her feelings on the topic. A demonstration can be held so students can see what others have expressed and a discussion can follow.	67. Student will demonstrate public confirmation of a belief or attitude.

La Mesa-Spring Valley / Career Education Affective Objective: A B L M Q (68)

Curriculum Considerations: Affective Domain 4-6 (4)

Resources	Activities	Performance Objectives
Composition for Personal Growth pp. 119-122 Can of Squirms - Intermediate TAD, Unit II Game: Workers Have Feelings Too (available at Career Ed Office)	• 68. Role Playing and Role Taking* An individual takes the part of another and tries to act and respond as he imagines that person would. In role taking the individual responds and acts as he thinks he would or should if he himself were in the given situation. Various formats can be used in role playing: a. Ask students to take the parts of characters in a story or historical situation: 1) Choose the situation and actors and give the actors a few minutes to adjust themselves to their roles. 2) Begin the action. 3) When you sense that the students have achieved a peak of involvement, stop the action and open discussion	68. Student will assume a different identity in a role playing situation and will be able to generate a solution to a problem situation.

Resources	Activities	Performance Objectives
	4) First have the role players tell how they felt in their own roles and what they felt about the other players; then have the rest of the class join in to discuss their observations. Questions like, "From the way Joe acted how do you think Abraham Lincoln felt in that situation?" and "How did Joe seem to feel when Mary reacted the way she did?" will highlight the emotional aspects of the interaction. b. Improvise a role playing scene in response to something that happens in the classroom - a misunderstanding between children or between child and teacher, the failure of a group to follow directions, or a classroom accident that might have been avoided, etc. In this kind of situation, it is often useful to have the actual participants exchange roles and act out the situation following the procedure previously outlined. After a discussion of "what might have been done differently," the scene can be replayed by the same actors.	

La Mesa-Spring Valley / Career Education Affective Objectives: B (69) O (70)

Curriculum Considerations: Affective Domain 4-6 (4)

Resources	Activities	Performance Objectives
Stockton Unified School District MP 21125 - A Fable	69. Pantomime activities such as: a. Pretend you are walking in hot sand at the beach. b. You are eating a dripping ice cream cone, a sour lollipop, sticky cotton candy, a lemon, hot, spicy, food. c. You are carrying a full bucket of water and can't spill any.	69. Student will communicate a situation nonverbally.
Clown: Rich Wise.................488-4043	70. Guest presentation: Clownology. Person demonstrates make-up techniques for various expressions, body movements, gestures. Discussion of occupation; its merits, its drawbacks.	70. Student will name one advantage and one disadvantage of having a career as a clown.

La Mesa-Spring Valley / Career Education Affective Objectives: A O Q (71) M (72)

Curriculum Considerations: Affective Domain 4-6 (4)

Resources	Activities	Performance Objectives
EPDA Institute - Minnesota **SRA Focus on Self Development Stage Two, Unit 6**	71. Students observe their own classroom environment then another classroom to compare what they've seen. Move desks to show how it will affect the atmosphere of the room. Remove bulletin board material and all displays in the room and discuss what can be done to change the environment.	71. Student will give an example of how a specific environmental change affects the total environment.
Values Clarification, Simon, S. "Twenty Things I Love to Do"	72. List hobbies, discuss if it involves people or is done alone, whether it costs money, if it could be beneficial in the future.	72. Student will name 2 of his/her hobbies and relate how the hobby might relate to a future career.

La Mesa-Spring Valley / Career Education Affective Objectives: O Q (73)

Curriculum Considerations: Affective Domain 4-6 (4)

Resources	Activities	Performance Objectives
Can of Squirms - Intermediate TAD, Unit II	73. Collect old eyeglass frames from second hand store. Have a group of children sit in a circle and give each child an eyeglass frame to wear. Ask them to take on a new identity, new mannerisms, different tone of voice, a new name, etc.. Many take-offs are possible, such as role playing the show-off, the nobody-likes-me, or how people in certain occupations are perceived by children (e.g. school principal, a physician, etc.). Hats can be used as an additional prop or as starters themselves. Ground rules must be laid beforehand. No person's real name may be attached to the discussion. Have them evaluate how they felt.	73. Student will role play a given "character".

La Mesa-Spring Valley / Career Education Affective Objectives: A B Q (74) B M (75,76)

Curriculum Considerations: Affective Domain 4-6 (5)

Resources	Activities	Performance Objectives
Stockton Unified School District	74. Maintain small bulletin board and feature "personality of the week". Each student has a turn to design his/her own board with pictures, hobbies.	74. Student will name 2 of his/her interests or hobbies.
DUSO II - Unit IV **SRA Focus on Self Development Stage Two, Unit C**	* 75. Class responds to 2 types of questionnaires: I. How I See Myself Not at all Some of the Time I am friendly loyal lazy polite jealous bashful etc. II. How I Would Like to Be Not at all Some of the Time I would like to be friendly loyal lazy etc.	75. Student will give 2 examples each of his/her abilities and limitations.

Resources	Activities	Performance Objectives
TAD, Unit 19	76. Design a Me Booklet using pictures of self, questionnaires, creative writing, etc.. One type of example: Write a letter to an imaginary friend discussing: When I have time to do as I please, I like to....... 3 wishes I have..... When I'm with friends I like to ..... My favorite daydreams are... Some special things I like to do....	76. Student will explain 3 of his/her personal likes and dislikes.

La Mesa-Spring Valley / Career Education Affective Objectives: A L (77) M (78) L M O Q (79)

Curriculum Considerations: Affective Domain 4-6 (5)

Resources	Activities	Performance Objectives
See pp. 282-283	77. Watch a TV program like All in the Family and make a list of the values that a character displays. Discuss in small groups. (i.e. also, Apple's Way, Maude, The Walton's.)	77. Student will identify 2 values projected by a given television character.
	78. YOUR IDEAL DAY Tell the students to imagine a perfect day. Ask them to write: Where they would be. What they would be doing. Who else might be there. Go into as much detail about their fantasy as they can.	78. Student will explain how one of their interests or values is reflected in their ideas about a perfect day.
Hawley, R. Simon, S., Britton, D. Composition for Personal Growth: Values Clarification Through Writing pp. 110-111 MP 13590 - The Boat Clubhouse	79. ALTERNATIVES SEARCH A problem may be posed. Possible solutions can be brainstormed in small groups, and then shared. Sample questions: 1. How to send love to someone far away. 2. How to make Christmas more meaningful.	79. Student will create a solution to a given problem situation.

La Mesa-Spring Valley / Career Education Affective Objectives: A B Q (80) Q (81) O (82)

Curriculum Considerations: Affective Domain 4-6 (5)

Resources	Activities	Performance Objectives
MP 58160 - The Social Side of Health MP 31430 - I Think	80. View film and discuss the need to remain an individual and yet mingle with others. Record 3 things liked about self. Draw a name of someone in the class and write one nice thing about them. Share.	80. Student will name 1 thing he/she likes about him/her self.
Esselstyn, June, Go Away MP 64130 - The Toymaker	81. Read or have children read as a play. Discuss main characters' feelings and meaning of prejudice. Relate to school name calling problems.	81. Student will indicate one feeling that is associated with name calling.
	82. Encourage students to think beyond present conditions. Write on board - what would happen if: The school buildings disappeared and we had to invent a new way to educate people? This was the last night you could watch TV for the rest of your life?	82. Student will create a plausible solution for a given hypothetical situation.

La Mesa-Spring Valley / Career Education Affective Objectives: A L Q (83) A B L (84)

Curriculum Considerations: Affective Domain 4-6 (5)

Resources	Activities	Performance Objectives
Teacher's Guide to the Coronado Plan (4-6) Pennant Press	83. Class formulates special menus for the hot lunch program. Then they choose from alternatives and arrive at one meal and sign their names to a request saying they would like to have this special meal. Choose a committee to take the menu to the principal and to the cafeteria manager. Report findings to the class.	83. Student will name 2 things which must happen in order for a group planned action to take place.
	84. Choose 13 possessions that are most important. Because of a catastrophe you may only keep 5. Decide which 5 you'll keep. Or, describe imaginary situation: An earthquake is due to hit your neighborhood. You have 5 minutes in which to clear out of your house. Using that 5 minutes, what things would you take with you?	84. Name the 5 possessions which are most important to him/her.

La Mesa-Spring Valley / Career Education Affective Objectives: A M O (85)

Curriculum Considerations: Affective Domain 4-6 (5)

Resources	Activities	Performance Objectives
Career Education Curriculum Project-Missouri	85. REACTION STATEMENTS a. Write a short, thought provoking statement on a large piece of paper and post it in some conspicuous spot in the room. Allow the statement to stay there, with no special attention called to it. b. After a week ask if anyone would like to comment upon the reaction statement. There should be no debating or answering of previous comments. SUGGESTED REACTION STATEMENTS: 1. Adults get paid for their work. Kids should get paid for going to school. How about 25¢ an hour? 2. Thou shalt not kill, except in war. 3. Women are really the stronger sex. 4. Boys should not cry.	85. Student will verbalize his/her reaction to a controversial statement, giving a reason for this feeling.

La Mesa-Spring Valley / Career Education Affective Objectives: A L O Q (86)

Curriculum Considerations: Affective Domain 4-6 (5)

Resources	Activities	Performance Objectives
TAD, Unit 3 *Values Clarification*, p. 204	86. Students choose a specific planning task for the class (i.e. study trip). Introduce the process of brainstorming* which they will use in solving a problem. After this activity has taken place, ask the class to evaluate the process of brainstorming.	86. Student will generate 2 possible solutions for a given problem situation.

*See attached sheet.

BRAINSTORMING

PURPOSE: To teach students to respect and build on their own and others' creative abilities and to acquire the experimental frame of mind necessary for effective problem solving. Brainstorming can often bring out some very useful suggestions as well as increase the student's involvement in learning.

SETTING: This exercise can be used with any age group and can be completed within a class period.

PROCEDURE:

1. Choose a specific planning task for the class beforehand. (Some suggestions: planning for special events such as parent visiting day, how to make the classroom more attractive, ways to cooperate more effectively in a group.)
2. Introduce the topic of brainstorming. It can be described as a first step in problem solving, a method for getting out the maximum number of ideas for consideration. Emphasize that the only rule is to spill out ideas as quickly as possible without criticism of your own thoughts or the thoughts of others.
3. Divide the class into random groups of 3 to 5 students. Each group should have newsprint or wrapping paper. Have each group select a recorder.
4. Start with a practice session, instructing the groups to think of as many things as they can that the class does in a day. The recorder lists these on the paper.
5. After 5 minutes stop the listing, and have the groups quickly count and share the number of items they recorded.
6. Ask these questions of the group:
   Did everyone get a chance to put in his ideas?
   Were you able to avoid criticizing other's contributions?
7. After the practice session, announce the classroom project you have chosen and take a few minutes for questions and clarification.
8. Give the groups 10 minutes to record their ideas. (If any groups lose steam ahead of time, encourage them to keep trying.)
9. Ask each group to choose its 2 most important ideas to be shared with the entire class.
10. Post the lists so that everyone can see how many ideas emerged in a short time.
11. Select a planning committee to combine ideas.

BRAINSTORMING (Continued)

ANALYSIS:

Ask the class the following questions:

1. Was this a good way to get your ideas listened to?
2. Did many good ideas come out?
3. Can you think of other times we might use this method of sharing ideas in the class?

MATERIALS:

Newsprint (or wrapping paper) and marking pens or crayons for recorders

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La Mesa-Spring Valley / Career Education Affective Objective: L M Q (37)

Curriculum Considerations: Affective Domain 4-6 (5)

Resources	Activities	Performance Objectives
EPDA Institute - Minnesota More Values Clarification, p. 132	• 87. Divide the class into 3 groups. Present each group with 1 crisis situation to be solved. Have each group write a script to present their solution. After each presentation discuss how the conflict was resolved. Bring out who was the authority figure. Is the authority figure the same in all families, all schools, all jobs?	87. Student will give 1 example of a way authority figures in one's job may have an effect on one's job situation.

Crisis Situation	Characters:
Family: Father is offered a new job in another town; means moving, children changing schools, and slight increase in salary. Should they move?	Mother Father Grandmother Children of various ages.
School: (Use a relevant school problem.)	Students Teacher Principal

Resources	Activities	Performance Objectives
	Work: Workers see another worker stealing from the shop. What should they do? The items that are missing keep them from doing their job well.	Workers Possibly a foreman and/or boss.

La Mesa-Spring Valley / Career Education Affective Objectives: M O Q (88) Q (89)

Curriculum Considerations: Affective Domain 4-6 (5)

Resources	Activities	Performance Objectives
Values Clarification, p. 314	88. IDEAL SCHOOL a. Ask "What would your ideal school be like? What kind of school classroom would you design? What would it look like?" Students write or tape record their ideas and discuss their various alternatives. An additional activity, if appropriate, would be to encourage the students to discuss the changes they could make in their present school situations to more closely approximate their "ideal school". b. Students group the data gathered from the above discussion and create a mural on which the students may diagram their ideal school.	88. Student will generate a minimum of 2 changes he/she would like to see in a given situation and will relate possible ways of implementing the changes.
EPDA Institute - Minnesota TAD, Unit 14 Bread & Butterflies Teacher's Guide pp. 112-117	89. Discuss why an authority figure or one who makes decisions is needed in a work situation. Find pictures and cartoons where a character is acting as an authority figure. Post on a bulletin board.	89. Student will give 2 reasons an authority figure is needed in most work situations.

La Mesa-Spring Vally / Career Education Affective Objectives: L O (90)

Curriculum Considerations: Affective Domain 4-6 (5)

Resources	Activities	Performance Objectives
SRA Focus on Self Development Stage Two, Unit D The Other Side of the Report Card pp. 72-81	90. Student chooses some sort of goal (i.e. a subject he/she would like to know more about, a skill he/she would like to develop, or the progress he/she would like to make in a particular school subject area (i.e. English, Math, etc.). The goal may be set. Student will keep a daily journal in which he/she will describe: How he/she did or did not meet his/her goals (objectives); if they didn't, what they did instead and what it meant to them; if they did meet their goals, how they felt about it; the pros and cons of organizing their time in this manner, etc..	90. Student will describe a 3 step plan (minimum) for achieving a self selected goal.

La Mesa-Spring Valley / Career Education Affective Objectives: O Q (91, 92) L O Q (93)

Curriculum Considerations: Affective Domain 4-6 (5)

Resources	Activities	Performance Objectives
EPDA Institute - Minnesota	91. A committee searches through library books or any other materials to find pictures or descriptions of occupations which no longer exist, or which have changed considerably. Students draw or paint pictures of these workers. Display in the classroom.	91. Student will name 3 occupations that no longer exist.
Jeep Assembly Kit (from Career Ed. Office)	92. The same procedure could be followed in a study of occupations that have been created in the past several years. Discuss the pictures and why some occupations disappear and others are created.	92. Student will name one advantage and one disadvantage of assembly-line production.
Occupational Information in the Elementary School Norris, Willa SRA, Chicago, 1963 The Teacher's Role in Career Development Tennyson, W. (et. al.) National Vocational Guidance Association Wasington, D.C. 1965	93. Assembly line vs. handmade airplanes. Set up 2 groups of volunteers (rest of class can observe). 1 group builds folded airplanes individually. The other group sets up an assembly line in which each child folds only a part of an airplane. Compare the 2 methods: Discuss the merits of each, as well as contrast the speed,quality, individuality, and how students felt doing their tasks.	93. The student will name 3 occupations which have been created in the past 75 years.

La Mesa-Spring Valley / Career Education Affective Objectives: B M O (94) A L M (95)

Curriculum Consi[illegible]tions: Affective Domain, 4-6 (6)

Resources	Activities	Performance Objectives
Coronado Plan (7-8) TAD, Unit 6 SRA Focus on Self Development Stage Two, Units A,E,K,F,L,M,N	94. "Personal Values Journal" Students keep a daily journal of their thoughts on matters of importance to them for a period of time (2-3 months). (This will be non-graded, but teachers may wish to give candid responses to the student's entries. No one sees the journal except the teacher, so students are free to write what they really think about important things. They should not be afraid to be completely honest.)	94. Student will express 2 thoughts and feelings in writing.
	95. INHERITANCE FANTASY 1. Teacher explains, "A long lost relative has just died, leaving you $10,000 in his will, with the stipulation that you must give it away. What would you do with the money?"	95. Student will state at least one subject of value for which he or she would give money to.

La Mesa-Spring Valley / Career Education Affective Objectives: N O (96) Q (97)

Curriculum Considerations: Affective Domain, 4-6 (6)

Resources	Activities	Performance Objectives
EPDA Institute: Career Development and the Elementary School Curriculum University of Minnesota SRA Focus on Self Development State Two, Unit J	96. IMAGINARY ROLE PLAYING a. Procedure: One student is a Martian who understands our language but not any of our customs. Another student gives the Martian minute step-by-step directions for simple tasks, such as eating an ice cream cone. b. A student will give instruction for doing a task to another student or group so they are able to accomplish the task. (i.e. how to tie a square knot; how to wire a bell to a dry cell; how to make popcorn, etc.)	96. Student will orally explain a given procedure to another student.
MP 66175 - The Right Things to Do MP 48235 - The Paper Drive	97. View open-ended films dealing with interpersonal relationships. and social issues.	97. Student will generate a possible solution to a given interpersonal conflict.

La Mesa-Spring Valley / Career Education Affective Objectives: L O Q (98)

Curriculum Considerations: Affective Domain, 4-6 (6)

Resources	Activities	Performance Objectives
TAD, Units 13,15,16	98. FAMOUS PERSONS GAME: A group activity involving 1 person as the "famous person", and the remainder of the group as inquirers of the identity of the famous person. The individual so designated begins with the statement, "I am a famous person whose name beins with (N)" (usually last name). The inquirers may then ask as many yes and no questions as desired. The person who finally comes up with the correct identity then becomes the next "famous person". This is a group cooperation activity designed to demonstrate: 1) The use of other people as idea resources and learning from each other and 2) utilizing a group working together to reach a solution more quickly.	98. Student will have the advantage of working with other people in a problem solving situation.

La Mesa-Spring Valley / Career Education Affective Objectives: B L M O (99) B M N P (100) L M (101)

Curriculum Considerations: Affective Domain, 4-6 (6)

Resources	Activities	Performance Objectives
EPDA Institute - Minnesota *Values Clarification*, p. 30-34	99. Each child is given a time fortune of 24 slips of paper about the size of a dollar bill representing 24 hours in the day. They are advised to spend this fortune by writing some activity such as school time, baseball, homework, sleeptime, etc., on each of the 24 slips. If the person objects to spending a whole hour for meal time, for instance, he could be allowed to divide some slips in 2 or more by drawing a line down the center, and spend each half. They project how they hope to allocate their time for the next 24 hours. The next day students discuss with a small group whether they spent their time as planned.	99. Student will determine a minimum of 5 activities he/she would like to spend time doing.
MP 72675 - Your Self Image MP 72395 - You	100. Have students write an autobiography of self, using photographs and drawings.	100. Student will name 5 characteristics about him/her self which makes him/her unique.
Book: *More Values Clarification* (Strategy #6, pg. 83)	101. Use values strategies with groups of 8-10.	101. Student will list which 5 people/things are most important to him/her.

La Mesa-Spring Valley / Career Education Affective Objectives: A B L M O (102)

Curriculum Considerations: Affective Domain, 4-6 (6)

Resources	Activities	Performance Objectives
Simon, S., Howe, L., & Kirschenbaum, H., *Values Clarification* Hart, 1972 Pgs. 94-97	102. EITHER-OR FORCED CHOICE: Move desks so there is a wide path from one side of the room to the other. Then ask an either-or question, like: "Which do you identify with more, a Volkswagon or a Cadillac?" By pointing out or actually posting the choice words on the 2 sides of the room, teacher indicates that those who identify with Volkswagens are to go to the one side and those who identify more with Cadillacs are to go to the other. Each student then finds a partner on the side he has chosen and discusses with him the reasons for his choice. Discussion should be limited to 2 minutes. Everyone returns to the center of the room. The teacher then gives another either-or forced choice, and the students again choose between the 2 alternatives by moving to the appropriate side of the room, etc.	102. Student will choose between 2 or more alternatives and will give a reason for his/her choice.

La Mesa-Spring Valley / Career Education Affective Objectives: L M (103) M (104) A M Q (105)

Curriculum Considerations: Affective Domain, 4-6 (6)

Resources	Activities	Performance Objectives
	* 103. Play the "Walter Mitty" game. Each says what he would be if he could be what he most wants to be. Teacher records jobs on the board and leads discussion on what kind of community there would be with the jobs the class selected.	103. Student will name 5 jobs which every community must have.
EPDA Institute - Minnesota	* 104. Make up or duplicate a job application sheet. Provide each child in the class with an application form and have them complete it. The teacher or the class can select 2 applications to use for discussion; one which requires vocational training and one which requires a college degree. Discuss with the class factors which an employer in these 2 jobs might consider. Role playing interviews could follow this activity.	104. Student will name 3 inappropriate behaviors for a job interview situation.
	105. Unfamiliar Heroes: Students interview ordinary people who have a special lifestyle or quality about them. i.e.: a) A handicapped person who performs a special service. b) A person who has designed a unique job for himself or herself.	105. Student will be able to formulate three appropriate interview questions.

La Mesa-Spring Valley / Career Education Affective Objectives: A L M O (106)

Curriculum Considerations: Affective Domain, 4-6 (6)

Resources		Activities	Performance Objectives
Coronado Plan (4-6)	106. a.	Define enlightenment. (i.e., and use the word in sentences designed to tell what kind of things they already know.) Cut pictures from a catalog, magazines, etc., of objects which might contribute to the enlightenment of an individual, such as radio, books, telescope, etc.. Paste them on a large sheet of paper titled - (i.e., Things Which Help Us Learn.)	106. Student will name 2 areas in which he/she would like to be enlightened and will describe how this enlightenment could be achieved.
	b.	Discuss how and why people like to learn things and the ways a person can go about learning something they want to know.	
	c.	Have students pretend they found a small animal who seemed to be injured. If they wished to care for it properly, what would they need to know? Where might they seek enlightenment on this subject?	

La Mesa-Spring Valley / Career Education Affective Objectives: A P Q (107) L O (108)

Curriculum Considerations: Affective Domain, 4-6 (6)

Resources	Activities	Performance Objectives
Education: Who Needs It?	d. Invite several people (in different majors) who are going to college to come into the class. Have students question these people to find out why they are attending college. What are they learning that they couldn't learn at home? How do they expect to benefit from this enlightenment?	
MP 28220 - Helen Keller MP 36045 - Leo Beuerman MP 16055 - Day In the Life of Bonnie Consolo	107. Invite a handicapped resource person to the classroom to show how he handles daily tasks of caring for himself, moving from place to place, etc..	107. Student will name 2 limitations a handicapped person might have.
Teaching as a Subversive Activity, p.203	108. Ask students the following questions: What effects on our society do you think the following technological inventions will have: a) The electric car b) The television-telephone c) The laser beam d) The 2,000 mph jet e) Central data storage Identify 2 or 3 ideas, beliefs, and practices that human beings will need to give up for their future well-being.	108. Student will name 3 types of jobs which may be needed as a result of technological change in the future.

La Mesa-Spring Valley / Career Education Affective Objectives: L O Q (109)

Curriculum Considerations: Affective Domain, 4-6 (6)

Resources	Activities	Performance Objectives
NTL Institute for Applied Behavioral Science 1201 Sixteenth St., N.W. Washington, D.C. 20036 MP 13590 - The Boat Clubhouse TAD, Units 14,15,16 The Other Side of the Report Card pp. 120-124	* 109. EXERCISE IN DIMENSIONS OF COOPERATION An exercise in team learning involving a puzzle that requires cooperation. An activity that can be used with entire class (broken down into groups of 5).	109. Student will name 2 behaviors which encourage effective group problem solving.

AN EXPERIMENT IN COOPERATION

COOPERATION SQUARES GAME

PURPOSE:

To become more sensitive to how one's behavior may help or hinder joint problem solving.

SETTING:

The exercise can be used by students in the upper elementary grades or above and takes about 45 minutes.

PROCEDURE:

1. Before class, prepare a set of squares and an instruction sheet for each 5 students.

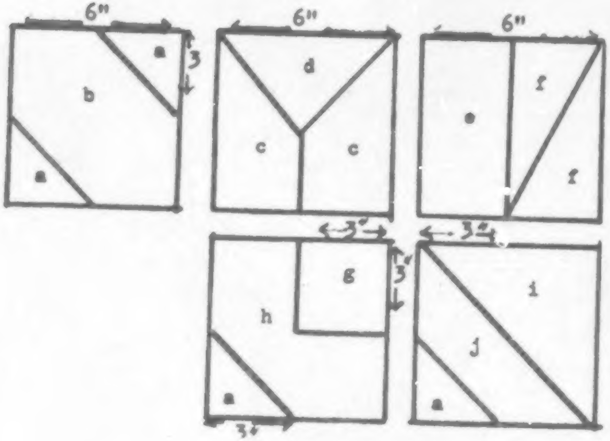
An Experiment in Cooperation (A)
A puzzle set consists of 5 envelopes containing pieces of stiff paper cut into patterns that will form 6" x 6" squares, as shown in the diagram. Several individual combinations will be possible but only one total combination. Cut each square into the parts a through j and lightly pencil in the letters. Then mark the envelopes A through E and distribute the pieces thus:

Envelope A - i,h,e
B - a,a,a,c
C - a,j
D - d,f
E - g,b,f,c

Erase the small letters and write instead the envelope letter A through E, so that the pieces can be easily returned for reuse.

By using multiples of 3 inches, several combinations will form one or two squares. Only one combination will form five 6" x 6" squares.

AN EXPERIMENT IN COOPERATION (A)



AN EXPERIMENT IN COOPERATION (B)

Each person should have an envelope containing pieces for forming squares. At the signal, the task of the group is to form five squares of equal size. The task is not complete until everyone has before him a perfect square and all the squares are of the same size.

These are the rules:

1. No member may speak.

2. No member may ask for a card or in any way signal that he wants one.

3. Members may give cards to others.

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La Mesa-Spring Valley / Career Education Affective Objectives: A B L M N O P Q

Curriculum Considerations: 4-6 (6)

Resources		Activities	Performance Objectives
Focus on Self-Development Stage One: Awareness Stage Two: Responding Science Research Associates, Inc. 259 East Erie Street Chicago, Illinois 60611	4-6	Focus on Self-Development Focus on Self-Development, Stages 1 and 2, is a multimedia guidance program for the elementary grades designed for classroom use. The overall objectives of the program are to lead the child toward an understanding of self, the environment and its effects. The various stories, audio visual aids, and activity materials center around the following themes: attributes of self, family relationships, understanding others, feelings, problem solving and decision making, sharing, peer relationships and the world of work. The program may be used by the teacher in part or whole.	
Pennant Ed. Materials (Available from Career Education Office)		Value Bingo A 25-square adaptation of the familiar Bingo game, in which players learn to interpret verbal statements in terms of underlying value content. Ability to differentiate between enhancement and deprivational statements is quickly developed.	

La Mesa-Spring Valley / Career Education Affective Objective: B L M O (110)

Curriculum Considerations: Affective Domain, 7-8 (7)

Resources	Activities	Performance Objectives
Composition for Personal Growth Pgs. 160-162 *Values Clarification*, p. 168	110. Weekly Reaction Sheets Once a week students fill out a weekly reaction sheet. The sheet will ask the student to: a) List ten things you did last week that you feel good about. b) Identify a situation or person who threatened you. How did you react? c) Identify 3 choices you made last week, and can include questions like: What was the high point of the week for you? Were you in disagreement with anyone this week - in a caring way? Did you make any changes in your life this week? How could this week have been better? What did you put off this week? Think about 3 choices you had to make this week. Did you make any plans for some future event during this week? At the end of a six week period, the teacher should return the reaction sheets. Students may volunteer to talk about any or all of the questions. The teacher should try to summarize the patterns revealed. Students can then help each other find alternatives for more satisfying ways of dealing with the issues raised.	110. Student will state 2 ways his/her reactions to situations changed with time.

La Mesa-Spring Valley / Career Education Affective Objectives: P (111) O Q (112) A L O Q (113)

Curriculum Considerations: Affective Domain 7-8 (7)

Resources	Activities	Performance Objectives
	* 111. Examine books written for age group, prime-time TV shows and magazines for youth to determine degree of sexual biases. Bring out stereotypic characterizations.	111. Students will list 3 job titles that formerly were in the masculine gender, but could be rewritten to fit both sexes.
The Other Side of the Mountain pp. 139-143	a. Creative writing: Write non-stereotypic roles for males and females in story form. Discuss how some men stay home with the children and their wives go off to work, etc.	
Free to be You and Me, Marlo Thomas	b. List the many job roles that are in the masculine gender. Rewrite them to fit both sexes. Example: Chairman should be chairperson, etc.	
TAD, Units 14, 15, 16	112. A riddle is presented to the class (attached sheet). The teacher (or student) then acts as a computer responding to questions with "yes, no or cannot compute" if the question is irrelevant). This group cooperation activity demonstrates how it is easier to solve a problem if people cooperate and accumulate information. Discuss how preconceived ideas can act as a barrier in solving problems (this may be quite clear when using the 3rd example listed.	112. Students will list 2 ways group participation can facilitate problem solving.

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RIDDLES:

1. A man lives on the 30th floor of a high-rise building. In the morning he leaves his apartment, gets in the elevator, presses the 1 button, leaves the building and goes to work. After work, he comes back, gets in the elevator, presses the 15 button, gets out and walks up the rest of the way. Why should he do this? (The man is a midget.)

2. A man walks into a bar and asks for a drink of water. The bartender reaches down below the bar, pulls out a revolver and points it at the man. The man says, "Thank you," turns and walks out. What's happening? (The man had the hiccups.)

3. A doctor and his son are traveling on the freeway. They have a car accident and the father is killed. The son is taken to the hospital and in the emergency room, the doctor walks over to the boy and says, "I can't operate, this boy is my son!" What's going on? (The doctor is the boy's mother.)

Resources	Activities	Performance Objectives
NTL Institute for Applied Behavioral Science 1201 16th St., N.W. Washington, D.C. 20036	113. Lost on the Moon: A Decision Making Problem. A group decision making activity emphasizing the different roles played by group members, the value of collaboration, different styles of group decision making and their consequences.	113. Student will list 2 ways group participation can facilitate problem solving.

LOST ON THE MOON: A DECISION MAKING PROBLEM

PURPOSE

To teach in an entertaining way the problems and potentials of working as a group. To make decisions by consensus.

PROCEDURE

1. Choose two or three students who are competent in arithmetic to serve as a scoring committee. They can participate in Part One of the exercise and observe the rest.
   Devise a method for dividing the class into groups of five or six members. Groups might be formed around a large table or by moving desks to form small circles. Each student will need an area on which to write.
   Prepare enough copies of the problem to have 2 for each student as well as 10 to 12 extra copies for the Group Summary forms.
2. Briefly introduce the problem without going into details of the exercise, and provide each student with two copies of the problem sheet. (See sheet A.) Give each group a number and have the students put that number on their problem sheets. Read the instructions aloud. Instruct each student to work independently, ranking each item in order of its importance and recording the ranking on both sheets. As the students finish, have the scoring committee collect one copy from each student, keeping the groups separated.

(If the exercise is being conducted in one session, the groups move into Part Two immediately. Otherwise, collect the individual sheets and return them to the groups at the start of the next session.)

3. Have the scoring committee total the individual scores by comparing them with the key. (See sheet B.) For each item, the score is the absolute difference between the student's ranking and the correct ranking. The total score is the sum of the scores for each item. The lowest score is the "best".
   The scoring committee should also compute the average individual score and the range of individual scores for each group.
4. Ask each group to complete one ranking representing the decision of the whole group. Emphasize that decisions are to be based as far as possible on logic and fact rather than on any personal preference and should represent common agreement among group members rather than a simple majority vote. At this point, discussion may become quite animated, and a group should have plenty of time to reach its decision.
5. As the groups finish, have the scoring committee collect and score the group sheets by the same method used for the individual forms. The scoring committee should also calculate the difference between each group's score and the average individual score for that group's members. The committee then prepares a sheet for each group listing the following information:
   Average individual score
   Range of individual scores
   Group score
   Differences between average individual and group scores

*This exercise was originally devised by Jay Hall, Ph.D., American Behavioral Science Training Laboratories, Houston, Texas.

5. cont.

(Like Part Two, Part Three can be the continuation of a single session or the beginning of a third one. Because this is the part in which students learn about working together in groups, it should be given a full half hour or more.)

6. Begin by explaining the scoring key and the scoring method. Give each group the final sheet prepared by the scoring committee and ask the groups to discuss the results separately for ten or fifteen minutes.
7. Once the groups have begun their individual discussions, make a chart on the board or newsprint.
8. Give the groups their own charts and discuss the following questions one by one:
   Did the group do better than any individual?
   Did it do better than the average individual? Why?
   Did some member have more influence than others?
   How did your group reach agreement?

ANALYSIS

After the groups have had sufficient time for individual discussions, call their attention to the chart and have the entire class discuss the differences.
Ask these questions of the class:
What are the advantages and disadvantages of this method?
How did you feel working in the group?
Often the group that has taken the greatest amount of time to reach their decision will have the best score. Also it is not uncommon to find that the group score will be better than that of any individual within the group. Sometimes a usually retiring class member will turn out to be more resourceful in working on the problem than the presumed class expert. The importance of identifying member resources, the different roles played by group members, the value of collaboration, different styles of group decision making and their consequences—these are some of the points to be derived from the experience.

MATERIALS

Two copies of the problem for each student and ten to twelve extra copies.
Newsprint or chalkboard

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LOST ON THE MOON--PROBLEM SHEET "A"

GROUP NUMBER________

You are in a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Mechanical difficulties, however, have forced your ship to crash-land at a spot some 200 miles from the rendezvous point. The rough landing damaged much of the equipment aboard. Since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200 mile trip. Below are listed the 15 items left intact after landing. Your task is to rank them in terms of their importance to your crew in its attempt to reach the rendezvous point. Place number 1 by the most important item, number 2 by the second most important, and so on through number 15, the least important.

________Box of matches

________Food concentrate

________50 feet of nylon rope

________Parachute silk

________Portable heating unit

________Two .45 calibre pistols

________One case dehydrated milk

________Two 100-pound tanks of oxygen

________Stellar-map (of the moon's constellation)

________Life raft

________Magnetic compass

________5 gallons of water

________Signal flares

________First aid kit containing injection needles

________Solar-powered FM receiver transmitter

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LOST ON THE MOON—SCORING KEY "B"

Listed below are the correct rankings for the "Lost on the Moon" items, along with the reasons for the rankings provided by the NASA's space survival unit.

(15)	Box of matches	Little or no use on the moon
(4)	Food concentrate	Supply daily food required
(6)	50 feet of nylon rope	Useful in tying injured, help in climbing
(8)	Parachute silk	Shelter against sun's rays
(13)	Portable heating unit	Useful only if party landed on dark side
(11)	Two .45 calibre pistols	Self-propulsion devices could be made from them
(12)	One case dehydrated milk	Food, mixed with water for drinking
(1)	Two 100-pound tanks of oxygen	Fills respiration requirement
(3)	Stellar map of the moon's constellation	One of the principal means of finding directions
(9)	Life raft	CO bottles for self-propulsion across chasm, etc.
(14)	Magnetic compass	Probably no magnetized poles; thus useless
(2)	5 gallons of water	Replenishes loss by sweating, etc.
(10)	Signal flares	Distress call within line of sight
(7)	First-aid kit containing injection needles	Oral pills or injection medicine valuable
(5)	Solar-powered FM receiver transmitter	Distress signal transmitter, possible communication with mother ship

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La Mesa-Spring Valley / Career Education Affective Objectives: L Q (114) N O P (115)

Curriculum Considerations: Affective Domain, 7-8 (7)

Resources	Activities	Performance Objectives
Values Clarification, pp. 193-203 The Other Side of the Report Card pp. 120-124	114. Diagnosing A Classroom Problem: A group problem solving activity which involves the step by step analysis of a problem, creating alternatives for taking action for solution, and finally refining those alternatives into a final, most effective course of action. (See attached sheet)	114. Student will list 2 ways group participation can facilitate problem solving.

DIAGNOSING A CLASSROOM PROBLEM

PURPOSE

To move from creative thinking to creative action and to learn to become more effective problem solvers.

PROCEDURE

1. As an introduction, begin a discussion of classroom problems. Help the class decide on a specific classroom problem for the exercise. Be careful to choose a problem which the class might have the power to solve. (Class size, for example, would be a poor problem situation to use.) State both the goal and the problem situation.
2. Draw this form on the board:

   Problem Situation:

   Goal:

   Helping Forces Holding Forces
3. Explain the diagram and ask the class to name the forces which go in either column. (You might explain the holding forces as those which hamper the solution of the problem and keep the problem a problem, and the helping forces as those which would lessen or remove the problem.)
4. Discuss both lists with the class. Have them determine which helping forces can be strengthened and which holding forces can be decreased by the class itself. Circle those forces which seem to be the most important and those which the class thinks it can affect constructively. Depending on the problem, there might be one specific force which stands out, or there might be two or three holding forces and two or three helping forces which are particularly important.
5. For each holding force you have circled, list some possible action steps which the class might carry out to reduce the effect of the force or to eliminate it completely. List as many action steps as possible without worrying about how effective or practical they would be. The class will have a chance later to decide which are the most appropriate. List as many action steps as possible which would increase the effect of each helping force.
6. Review the steps you have listed and circle those which seem promising.
7. List the steps you have circled. Then for each action step list the materials, people, and other resources which are available for carrying out the action.
8. Review the final list of action steps and resources and think about how they might each fit into a comprehensive action frame. Eliminate those items which do not seem to fit into the overall plan, and think about a possible sequence of action.

ANALYSIS

Ask the following questions of the class:

What do you think of this way of working on a problem?

Do you feel that we are any closer to a solution?

Can you think of other situations—at home, in the community, at church, or within yourself—where this method might be used?

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La Mesa-Spring Valley / Career Education Affective Objectives: N O P (115) Q (116)

Curriculum Considerations: Affective Domain, 7-8 (7)

Resources		Activities		Performance Objectives
Postman, N., Weingartner, C. Teaching as a Subversive Activity Delacorte Press, New York, 1969 Pgs. 62-63	115.	Using the concept that the student can become an active producer of knowledge (not a passive recipient) the teacher will ask the students to think and reflect on "What's Worth Knowing". The students can make their own question lists or the teacher can use some open ended questions. (See attached sheet for examples) as a way to generate ideas.	115.	Student will be able to write 4 questions which reflect information or experiences he/she feels are worth knowing.
Simon, S., Howe, L., Kirschenbaum, H. Values Clarification Hart, 1972 Pgs. 264-265	116.	I Urge Telegrams: Utilize a blank Western Union Telegram form. Students write to a real person using 15 words or less beginning with the words, "I urge you to..." The telegram should reflect something the sender values. Telegrams can later be read or displayed in class. (See attached sheet for official sample form.)	116.	Student will state 2 things he/she values.

From TEACHING AS A SUBVERSIVE ACTIVITY,
by: Neil Postman and Charles Weingartner
(Quote)

We have framed - as we asked you to do - some questions which, in our judgement, are responsive to the actual and immediate as against the fancied and future needs of learners in the world as it is (not as it was). In this, we have not surveyed thousands of students, but have consulted with many, mostly in junior and senior high school. We have tried variations of these questions in primary grades. By and large, the response was enthusiastic - and serious. There seemed to be little doubt that from the point of view of the students, these questions made much more sense than the ones they usually have to memorize the right answers to in school.

Reflect on these questions - and others that these can generate. Please do not merely react to them.

What do you worry about most?
What are the causes of your worries?
Can any of your worries be eliminated? How?
Which of them might you deal with first? How do you decide?
Are there other people with the same problems? How do you know? How can you find out? If you had an important idea that you wanted to let everyone (in the world) know about, how might you go about letting them know?
What bothers you most about adults? Why?
How do you want to be similar to or different from adults you know when you become an adult?
What, if anything, seems to you to be worth dying for?
How did you come to believe this?
What seems worth living for?
How did you come to believe this?
At the present moment, what would you most like to be - or be able to do? Why? What would you have to know in order to be able to do it? What would you have to do in order to get to know it?
How can you tell "good guys" from "bad guys"?
How can "good" be distinguished from "evil"?
What kind of a person would you most like to be? How might you get to be this kind of person?
At the present moment, what would you most like to be doing? Five years from now? Ten years from now?
What might you have to do to realize these hopes?

western union

Telegram

NO. WDS.–CL. OF SVC.	PD. OR COLL.	CASH NO.	CHARGE TO THE ACCOUNT OF

☐ OVER NIGHT TELEGRAM

UNLESS BOX ABOVE IS CHECKED THIS MESSAGE WILL BE SENT AS A TELEGRAM

Send the following message, subject to the terms on back hereof, which are hereby agreed to

19

TO

CARE OF OR APT. NO.

STREET & NO.

TELEPHONE

CITY & STATE

ZIP CODE

SENDER'S TEL. NO.

NAME & ADDRESS

WU 1207 (R [illegible])

La Mesa-Spring Valley / Career Education Affective Objectives: A (117,118) A L Q (119) A M (120)

Curriculum Considerations: Affective Domain, 7-8 (7)

Resources	Activities	Performance Objectives
Coronado Plan (4-6) see page 282 or values categories	117. Students clip out a comic strip that illustrates how people are deprived and/or enhanced in each of the 8 values categories. Discuss how the comic strip character probably feels about what has happened.	117. Student will state one example of a way a person is deprived and one way a person is enhanced in a value category.
MP 13560 - Clown	118. Create montage (mural, bulletin board) with pictures representing all 8 values categories. Entire class or smaller groups may work on a display.	118. Student will name 4 of the 8 value categories.
Composition for Personal Growth, pp. 116-119 TAD, Units 6,7,8,9,10,11	119. *Rank Orders with Role Play* Participants play the role of a specific person whom they know well. This is followed by small group discussions IN CHARACTER about the rankings. For example: Problem: Role play your own mother and rank the following, best to worse:	119. Student will state a main value concern of one person they know well.

Resources	Activities	Performance Objectives
	-Your son/daughter (i.e. you) stays out until 5:00 a.m. on a Saturday night date. - Your son/daughter announces that he/she is dating a person of a different race. - Your son/daughter announces that he/she is going to drop out of school as soon as legally possible and get a job.	
Simon, S. Howe, L., Kirschenbaum, Values Clarification Pgs. 116-126	• 120. Values Continuum Role playing is a helpful technique to use. Have students pair up and choose extreme positions on an issue....this could be a classroom issue or a national issue. Ask them to prepare arguments for their side and present them in front of the class. The teacher later presents the idea that there is no right answer, no either/or answers but in the search for values, there must be room for individual choice. Attempt to set up a preposterous position at either end of the continuum. The hope is that these positions will be so far out that no one would dare support them.	120. Students will state 2 different positions on the same issue.

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La Mesa-Spring Valley / Career Education Affective Objectives: B L M N P (121) M N O (122)

Curriculum Considerations: Affective Domain, 7-8 (7)

Resources	Activities	Performance Objectives
Coronado Plan (7-8)	*121. a. Students study several ads on TV in classroom or at home.	121. Student will state 3 of his/her abilities or aptitudes.
SRA Focus on Self Development Stage Two, Unit C	b. Discuss ads with which students are familiar. Compile a list of ads they recall, either in printed form (newspapers, magazines) or on television.	
The Other Side of the Report Card, pp. 56-59	c. Act out TV advertisements.	
100 Ways to Enhance Self-Concept in the Classroom, Unit 2	d. Make advertisements advertising themselves. Instruct students to choose a job listed in the classified ads or other job listings which they might be interested in. Research the specific qualifications needed for this job and coordinate their own abilities and aptitudes with the job for which they are advertising themselves.	

Resources		Activities		Performance Objectives
		Advertising Self: "Personal Goodies Bag" (Similar to packets consumers receive in mail with ads, coupons for products, etc.). This might be some sort of "mailable" canvas or burlap bag which would contain things describing the individual seeking the job. For example, a photograph, (or drawing) of the person, "coupons" stating certain abilities the person has for the job, flyers with anecdotal descriptions of individual's prior experiences in job field, personal recommendations from other people Familiar with the individual, etc.		
Teletrainer phone - Pacific Telephone Company	122.	Simulation: Students make phone calls inquiring about a job that is listed in the classified section of the newspaper. Another student can be at the answering phone to discuss the salary, duties, location of the job, etc. Use a tape recorder to play back the conversation.	122.	Student will list 3 questions to ask when interviewing a person about his or her job.

La Mesa-Spring Valley / Career Education Affective Objectives: A B L M N O P Q (123)

Curriculum Considerations: Affective Domain, 7-8 (7)

Resources	Activities	Performance Objectives
Why Am I Afraid To Tell You Who I Am? Character Cards	123. Student selects a card from the deck. Without revealing which role he has selected he interacts with another student and demonstrates the characteristics of the role. The 2nd student responds to the first honestly, as if he really encountered such a person playing this role. Discuss what reactions, responses, and defenses are caused by one who plays such a role. Examples of illustrated character cards: The procrastinator The braggart The loner The dominator The conformist The dreamer The flirt The pouter The gossip The cynic The clown The worrier	123. Student will state 2 ways people interact poorly with other people.

La Mesa-Spring Valley / Career Education Affective Objectives: Q (124) O P Q (125)

Curriculum Considerations: Affective Domain, 7-8 (8)

Resources	Activities	Performance Objectives
NTL Institute See pages 368-370	*124. Experiment in Communication: A unique activity to help students experience and understand the differences between one-way and two-way communication. See attached sheet for complete instructions.	124. Student will give an example of one-way and two-way communication.
Gordon, Tom _Teacher Effectiveness Training_ See pages 370-371 MP 13950 - Communication & the Community SRA Focus on Self Development Stage III, Unit J	125. The teacher explains the 12 roadblocks to communication (see attached sheet). Students pair off and practice these. Student A attempts to explain a problem he or she is having while B acts out some of the roadblocks. A and B can then share how it felt to be in that position and can reverse roles and practice some more roadblocks.	125. Student will name 2 roadblocks to communication and will explain why they block communication.

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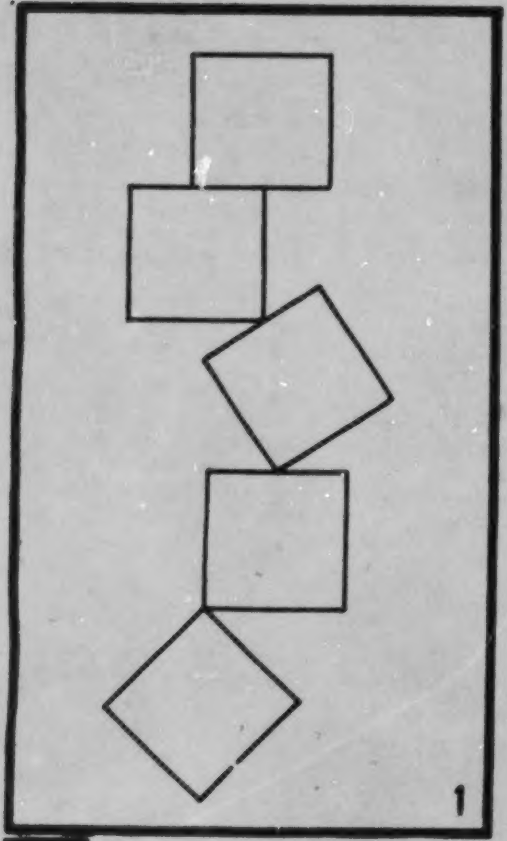

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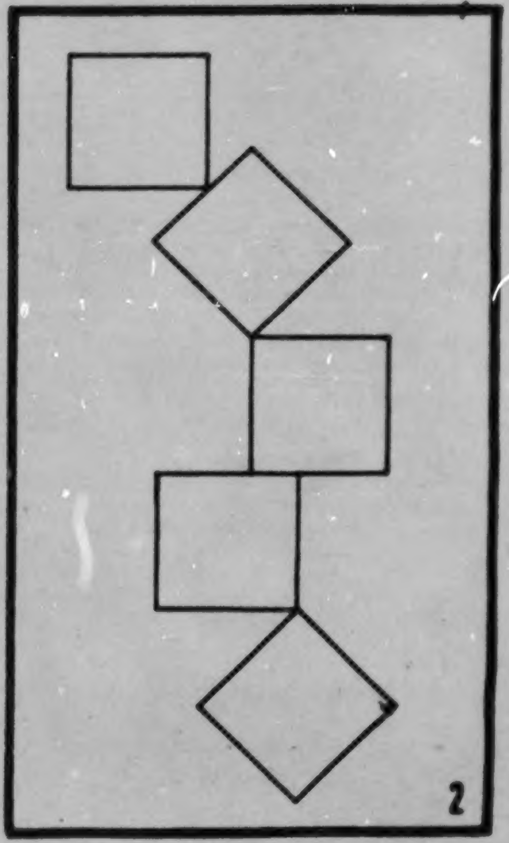

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AN EXPERIMENT IN COMMUNICATION

Purpose:

To demonstrate the differences between one-way and two-way communication and to point up the advantages of two-way communication.

Setting:

This exercise is suited for students in the upper-elementary or secondary grades and can be completed within a class period.

Procedure:

1. Discuss communication and how it works. Explain the differences in one-way communication and two-way communication. (In one-way communication the sender tells the receiver something and this message ends the communication. A lecture, written instructions for a test, and memos are examples of one-way communication. In two-way communication the receiver of a message can ask for clarification, elaboration, and both sender and receiver can benefit from the increased mutual understanding that results. Discussions and questions-and-answer periods are examples of two-way communication.

2. Allow the class to choose a person who they feel is capable of giving directions clearly. This person will act as the sender. The remainder of the class, the receivers, will be prepared, with pencil and paper, to follow the sender's directions.

3. The sender should be out of sight, but within hearing range of the class. Give him Diagram One (See Sheet A) and instruct him to explain it so well that each student will be able to make one exactly like it. Each student is to follow the sender's directions without having any communication with the sender or any other member of the class. Note the time the sender begins.

4. Make this chart on the chalkboard:

One-Way Communication
Time ______

Two-Way Communication
Time ______

	Estimated Accuracy	Actual Accuracy	Estimated Accuracy	Actual Accuracy
5				
4				
3				
2				
1				
0				

When the sender has finished, record on the Chart how long he took. Ask the students to estimate how many figures they have drawn correctly; four; three; two; one. Record the responses on the Chart.

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5. Ask the students how they felt during the demonstration and how they think the sender felt. Have the sender do the same.

6. Begin the two-way communication demonstration. Have the sender face the class and describe Diagram Two clearly and completely. This time the receivers may ask questions, and the sender may reply, but he may not use gestures. Again record the time and estimated accuracy.

7. Show the drawings to the class by holding them up or copying them one at a time on the chalkboard.

8. Have each student record his actual accuracy. (To be correct, a figure must be the right shape and in proper relation to other figures.)

Analysis:

Typically, the following results can be observed:

a. Two-way communication takes much longer.
b. Two-way communication results in greater accuracy in the student's drawings.
c. In one-way communication, the sender feels relatively confident; the receiver, uncertain or frustrated.
d. In two-way communication, the sender often feels frustrated or angry; the receiver relatively confident.

Compare these observations with the results your class achieved, and close with a discussion of the relevance of the experiment to oral and written reports and to small group work.

Materials:

One copy of each diagram on separate sheets of paper.

Chalkboard

Paper and pencil for each participant.

TWELVE ROADBLOCKS TO COMMUNICATION

1. DIRECTING, ORDERING, COMMANDING:
Examples: "You must", "You have to!" , "You will!"
Effects: Fright, humiliation, resistance, rebellion, feelings of rejection, desire for revenge.

2. WARNING, THREATENING, ADMONISHING:
Examples: "You better!", "If you don't, then...!"
Effects: Invites 'testing', in addition to the effects of number 1.

3. MORALIZING, PREACHING, OBLIGING:
Examples: "You should!", "You ought!", "Your duty is!"
Effects: Makes others feel guilty, resistance to pressure, communicates lack of trust.

4. PERSUADING WITH LOGIC, ARGUING, INSTRUCTING, LECTURING:
Examples: "That's not right!", "The facts are!", "Yes, but....!"
Effects: Provokes counter arguments and defensiveness, feelings of inferiority.

5. ADVISING, RECOMMENDING, PROVIDING ANSWERS OR SOLUTIONS:
Examples: "What I would do!", "If I were you!", "Why don't you!", "I suggest", "It would be best for you"
Effects: Dependency, hindering creative thinking, avenue for avoidance of responsibility and feelings of guilt when suggestions are not fulfilled.

6. EVALUATING, JUDGING NEGATIVELY, DISAPPROVING, BLAMING, NAME CALLING, CRITICIZING:
Examples: "You are bad!", "Lazy!", "Not thinking straight", "Acting foolishly"
Effects: Makes the speaker feel inadequate and inferior, refusal to communicate, low self-concept.

7. PRAISING, JUDGING OR EVALUATING POSITIVELY, APPROVING:
Examples: "You're a good boy!", "You did a nice job!", "It's a very good drawing", "I approve of!"
Effects: Feelings of being threatened by too positive a picture or unreal picture, feelings of being manipulated, stops communication, embarrasses, tags praiser as superior.

8. SUPPORTING, REASSURING, EXCUSING, SYMPATHIZING:
Examples: "You'll feel better", "That's too bad", "Don't worry"
Effects: Feelings of being not understood, not accepted as is, resentfulness for getting misled, distruct.

9. DIAGNOSING, INTERPRETING, OFFERING INSIGHTS:
Examples: "What you need is", "What's wrong with you is", "You're just trying to get attention", "You don't really mean that".

10. QUESTIONING, PROBING, CROSS EXAMINING, PRYING:
Examples: "Who?", "What?", "Where?", "How?", "Why?", and "When?"
Effects: Defensiveness, conveys lack of trust, being manipulated, restricts range of communications, implies gathering information for offering the speaker a solution.

11. DIVERTING, AVOIDING, BY PASSING, SHIFTING:
Examples: "Let's not talk about that", "Forget it", "That reminds me"
Effects: Feelings that the listener is not interested, guilt, lack of respect.

12. KIDDING, TEASING, MAKING LIGHT OF, JOKING, SARCASM:
Examples: "You look so cute when you're mad", "Hey!", "Snap out of it!"
Effects: Lack of respect, feelings of hostility, not being understood.

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*The Dirty Dozen
Taken from Tom Gordon's book
Parent Effectiveness Training

La Mesa-Spring Valley / Career Education Affective Objectives: L O (126) L M O (127)

Curriculum Considerations: Affective Domain 7-8 (8)

Resources		Activities		Performance Objectives
The Other Side of the Report Card, pp. 72-81 Bread & Butterflies Teacher's Guide p. 80-87 100 Ways to Enhance Self-Concept in the Classroom, p. 66	126.	Students choose a goal, i.e. a subject they would like to know more about, a skill they would like to develop, or the progress they would like to make in a particular school subject area. The goal may be set for one month, for example, from the starting date. Daily and/or weekly objectives should then be set. Student will keep a daily journal in which he will describe: How he did or did not meet his goals; how it worked; if he did meet his goals; how he felt about it; the pros and cons of organizing time in this manner, etc.. NOTE: The task or goal set should be left entirely up to the student, as this is an exercise emphasizing processes, rather than the worth of a particular activity.	126.	Student will describe a 3 step (minimum) process for achieving a self selected goal.
Values Clarification P. 257	*127.	Ask students to make a list of 5 changes that could improve some aspect of their school, home, community, state or country.	127.	Student will describe 2 ways to effect desired changes in a community.

Resources	Activities	Performance Objectives
	a. The teacher passes out the "You can do something about it" worksheet (see attached). The student completes the form by putting a check by any of the alternatives he has done before, and an asterisk next to any he would consider doing. b. The teacher asks students to select one of their 5 changes and identify which types of action could be used to work toward the change they want. c. Each student is to select 2 types of action, and for a period of a month actually engage in both of these actions to bring about the desired change. d. A month later the class discusses what they did and what results, if any, occurred. *You may want the students to work in groups of 2 to 5, and you may also want to follow up with discussion of results as they come in, and not ALL a month later.	

YOU CAN DO SOMETHING ABOUT IT

Most of us, when we see something wrong, want to try to do something about it. Often, however, we remain inactive because we don't know what we might do. Below are some things people have done to achieve desired changes. Which of these acts is your way of doing something?

Caution: All action should be informed action; consequently, reading, learning, interviewing, discussing and becoming better informed are necessary first steps before doing something.

Write a letter

________1. Write a letter to the editor of your local newspaper. People read these columns more frequently than almost any other section of the daily newspaper. You can influence public opinion.

________2. Write a letter to your Congressmen or your Senators. Compliment them for something they have done about a problem you are concerned about. Washington counts those letters. They really are influenced by the mail from home.

________3. Send a letter to someone in the news who has done something you respect or admire. You would be surprised how lonely it can be for someone who has made the news for doing something different.

Attend a Meeting or Organize One

________1. Write one of the organizations working for a cause you believe in and ask to be put on the mailing list announcing meetings.

________2. Scan the newspapers for announcements of open meetings of groups in which you are interested.

________3. Ask your own club or civic group, church group, etc., to have a meeting or invite in a guest speaker on a topic you are deeply concerned with. Program chairmen are always looking for good meeting ideas. They probably will be glad to let you help.

Take Part in Some Action

________1. You can distribute leaflets from door to door, or at the entrance to a store.

________2. Picketing may be your cup of tea; it often has an impact.

________3. Organize a petition drive. Even 20 signatures could make news or cause some public official to take notice.

You Can Do Something About It (Cont'd.)

________4. Interview some people who are in a position to influence others. Sometimes just a series of perceptive questions can make an issue come alive.

________5. Wear a button.

________6. Take part in a peaceful march or in some other demonstration.

________7. Go as a member of a delegation to see some official on an issue.

Face to Face Acts

________1. Speak up for your point of view, if you hear someone speaking to the contrary.

________2. Try to get someone to read a pamphlet or an article which argues for a different position than the one he holds.

________3. Try to close the gap between what you say and what you do. Let your life be a living argument for what you believe in.

Use the rest of this sheet to list any additional ideas you have about what people can do!

La Mesa-Spring Valley / Career Education Affective Objectives: B L M O P (128) B L P Q (129)

Curriculum Considerations: Affective Domain, 7-8 (8)

Resources	Activities	Performance Objectives
Teachers Guide to the Coronado Plan (7-8) *Values Clarification*, pp. 255-265 SRA Focus on Self Development Stage III, "Involvement" *100 Ways to Enhance Self-Concept in the Classroom*, pp. 143-145	128. Writing a "Letter to the Editor" a. Discuss writing letters to editors as a mode of publicly expressing an opinion or belief. Read these letters written to Editors and examine with students how concerns are aired - logically and/or emotionally. b. Have students select topic of concern (regarding school, community, etc.), and outline his stance on it, giving reasons for this opinion. Stress making letter concise and to the point. Mail to newspaper. Watch for reactions in newspaper, etc.	128. Student will publicly express an opinion or belief in a letter.
Joungeward, D., James, M., *Winning With People*, *Born to Win*	129. Teacher distributes "Ego State Vocabulary" sheet to each student. (See attached sheet). Using the prescribed resource book (in workbook form - $3.95) The teacher explains the *parent*, *adult*, and *child* ego states. Students are paired up and instructed to role play *parent*, *adult* and *child* responses.	129. Student will give one example of a parent, adult, child response to a given problem.

Resources	Activities	Performance Objectives
	For example: Student A – (person presenting a problem or wanting to discuss something) "Say Susan, I'm having a real hassle with my history teacher, Mr. Droneson. He's always yelling at me." Student B – (person responding as either parent, adult or child – using vocabulary sheet for cues) Parent in this case: "Oh, don't be so stupid! You always ask for what you get!"	
Born to Win, James, M. Jongeward, D.	It is recommended that the teacher be familiar with the concepts in transactional analysis before initiating activities. Born to Win will serve as an excellent resource for this.	

EGO STATE VOCABULARY AND BODY LANGUAGE.......

PARENT

Sample words and phrases

should, don't, must, ought, always, never, now what, if I were you, let me help you, because I said so, don't ask questions, do not disturb, be good, what will the neighbors say, there there, sweetie, honey, and dearie.

You are: bad, good, stupid, ugly, beautiful, smart, ridiculous, naughty, evil, talented, cute, all wet, horrible, a trial, a blessing, a brat, an angel, absurd, asinine, shocking.

Try, don't be afraid; come on now; see, it doesn't hurt; don't worry; I'll take care of you; here's something to make you feel better.

EGO STATE VOCABULARY AND BODY LANGUAGE (Cont'd.)

Gestures and Postures

Pointing an accusing or threatening finger; a pat on the back; consoling touch; pounding on the table; rolling eyes upward in disgust; tapping feet or wringing hands in impatience; shaking head to imply "no-no" or "OK!" Arms folded across chest with chin set; face tilted up looking down nose; holding and/or rocking someone.

Tone of voice

Sneering, punitive condescending, encouraging, supportive, sympathetic.

Facial expressions

Scowl; encouraging nod; furrowed brow; set jaw; angry; sympathetic or proud eyes; smile; frown; loving; hostile; disapproving.

ADULT

Sample words and phrases

How; when; who; what; where; why; probability; alternative; results; yes; no; what are the facts; this is not proven but opinion; check it out; what has been done to correct it so far; it's 4:30 P.M.; what are the reasons; have you tried this; mix two parts with one part; this is how it works; let's take it apart and look at it; let's look for the causes; according to the statistics...; change is indicated; the meeting is at 2:00 P.M. Friday.

Gestures and Postures

Straight (not stiff) posture; eye contact that's level; pointing something out (i.e. direction) with finger; listening by giving feedback and checking out understanding; interested.

Tone of voice

Clear without undue emotion; calm; straight; confident; inquiting and giving information.

Facial expresion

Thoughtful; watching attentively; quizzical; lively; here and now responsiveness; eyes alert, confident.

EGO STATE VOCABULARY AND BODY LANGUAGE (Cont'd.)

CHILD

Sample words and phrases

Gosh, wow; gee whiz' can't; won't; gimme; dunno; want; wish; (any kind of baby talk); mine; eek. Ain't I cute; look at me now; did I do all right; I'm scared; help me; do it for me; nobody loves me; you make me cry; it's your fault; I didn't do it; he's no good; mine is better than yours; I'm going to tell on you; you'll be sorry; I wanta go home; let's play; phooey on this old job; more candy; I hope everybody loves me.

Gestures and Postures

Slumped; dejected; temper tantrums; batting eyelashes; joyful or exhilerated posture; curling up; skipping; squirming; nose thumbing; (other obscene gestures); nail biting; raising hand to speak.

Tone of voice

Giggling; gurgling; whining; manipulating; sweet talk; asking permission; swearing; spitefulness; teasing; sullen silence; taunting; needling; belly laughing; excitement; talking fast and loud; playfulness.

Facial expression

Teary eyed; pouting; eyes looking upward at another; downcast eyes; joyfulness; excited; curious; psyching things out; tilted head; flirty; looking innocent and wide-eyed; woe-be-gone; helplessness; admiration.

La Mesa-Spring Valley / Career Education Affective Objectives: L O Q (130) O (131) L M O (132) A B (133) B Q (134)

Curriculum Considerations: Affective Domain, 7-8 (8)

Resources	Activities	Performance Objectives
Coronado Plan (4-6) TAD, Units 14,15,16 Bread & Butterflies Teacher's Guide p. 112-117 More Values Clarification, p. 132 100 Ways to Enhance Self-Concept in the Classroom, p. 211	130. Explain the meaning and various aspects of power. a. Illustrate one time you persuaded someone to do something for you or a time you voted for something important or something you had to do because it was the law. b. Discuss voting procedures. c. Discuss role of authority figures (principal, teacher) in power structure. Role-play some of these. d. Have various students role-play the following situation: The class has voted on a particular issue which you are against - how would you go about voicing your disagreement?	130. Student will name 3 authority figures.
San Diego Union or Evening Tribune, Classified Advertising	131. Students go the library and read the classified ad section, "Help Wanted" columns of a city at least 2000 miles from San Diego and with a comparable population density. Then do the same using the San Diego newspaper.	131. Student will list 2 differences between the job market in San Diego and in another comparable city.

Resources	Activities	Performance Objectives
	a) Compare salaries for similar job roles. b) List job roles requested in one newspaper, but not the other. c) For the same date, compare the number of jobs listed in each paper. d) Read the "Personals" section of each paper. Note what type of item occurs most frequently in each newspaper.	
TAD, Unit 20 The Other Side of the Report Card 100 Ways to Enhance Self-Concept in the Classroom	132. Write on board: It is June 10th. You have just graduated from high school. You have no money. What will you do? Why? Read anonymously, discuss various views.	132. List 5 possible plans a person who has just graduated high school might choose.
	133. Arrange class in a large circle. Introduce the activity by saying that it is interesting to note the ways in which other people perceive us and how these perceptions fit - or don't fit with the way we see ourselves. In this activity, each student will make a comment on what he/she thinks each of the other students will be doing "ten years from now".	133. Student will give 2 examples of how a person's behavior might be affected by input (feedback) from other people.

Resources	Activities	Performance Objectives
	After students have had a chance to do this, discussion may be centered around how the student feels about what he/she has heard; how this "input" affects the way in which they view themselves; how this type of input (reactions received every day from other people) affects our behavior. CAUTION: Activities dealing with awareness of others' feelings should precede this exercise.	
TAD, Units 7,8,9,10,11	134. a. Observe body language of people in a film (without sound). Observe degree of eye contact, open or closed body stance, signs of nervousness, etc. b. Role play characteristics then simulate antithesis of this behavior (e.g. demonstrating relaxed or uptight body language, etc.) c. Guest speaker: Invite local actor/actress, drama teacher, dancer, to class to talk about significance of body language.	134. Student will name 5 careers in which body language is of utmost importance.

La Mesa-Spring Valley / Career Education Affective Objectives: A L M O Q (135,136) A B L M O (137)

Curriculum Considerations: Affective Domain, 7-8 (8)

Resources	Activities	Performance Objectives
MP 70010 - Why Do You Buy?	135. Analyze TV commercials as to sexual biases, for whom they are meant, whether they talk down to the public, what persuasive techniques are used, etc.. Students evaluate maturity of commercials, devise better ways of presenting products.	135. Student will devise an unbiased advertisement for an imaginary product.
Study trip #20 - KFMB-TV Guest speaker from local T.V. station. 100 Ways to Enhance Self-Concept in the Classroom	136. Set up simulated news reporting area in classroom. Each week a small team of 3-4 is responsible for reporting significant news events (national, local news, weather, sports, consumer items, etc.) Use microphone, other props if possible.	136. Student will give one like or dislike about the career of a news reporter.
Bread and Butterflies (Teachers Guide) pp. 72-79	137. Life Style: List several aspects that influence a person's life style: e.g. freedom to make decisions, large income, regular working hours, opportunity to influence thinking of others, recognition, use of special skills and abilities, free time for hobbies or recreation, clean, pleasant place to work. Students could graph various work roles as to how they fit the above: e.g. military career, teacher, candlemaker, shoe clerk, motorcycle mechanic, free-lance artist.	137. Student will predict the effects of 5 given jobs on the lifestyle of a person who holds the job.

La Mesa-Spring Valley / Career Education Affective Objectives: L O Q

Curriculum Considerations: Affective Domain K-8 (8)

Resources	Activities	Performance Objectives
Interact P.O. Box 262 Lakeside, Calif. 92040	SIMULATION GAMES: Disunia: Players attempt to solve problem created through division on a new planet in year 2087 (similar to problems faced in America during period of 1781-1789).	
Academic Games Project Center for the Study of Social Organization of Schools The John Hopkins University 3505 North Charles Street Baltimore, Maryland 21212	Disaster: Simulates a natural disaster in a community and the problems faced by residents in attempting to deal with its effects.	
Western Publishing Company, Inc. School and Library Dept. 850 Third Ave. New York, N.Y. 10022	Generation Gap: Simulates the interaction between a parent and adolescent son or daughter with respect to certain issues on which they may have opposing views. Purpose is to give some understanding of the structure of power and interdependence in the family and to shape effective strategies for handling the conflict.	

La Mesa-Spring Valley / Career Education Affective Objective: B L M P Q

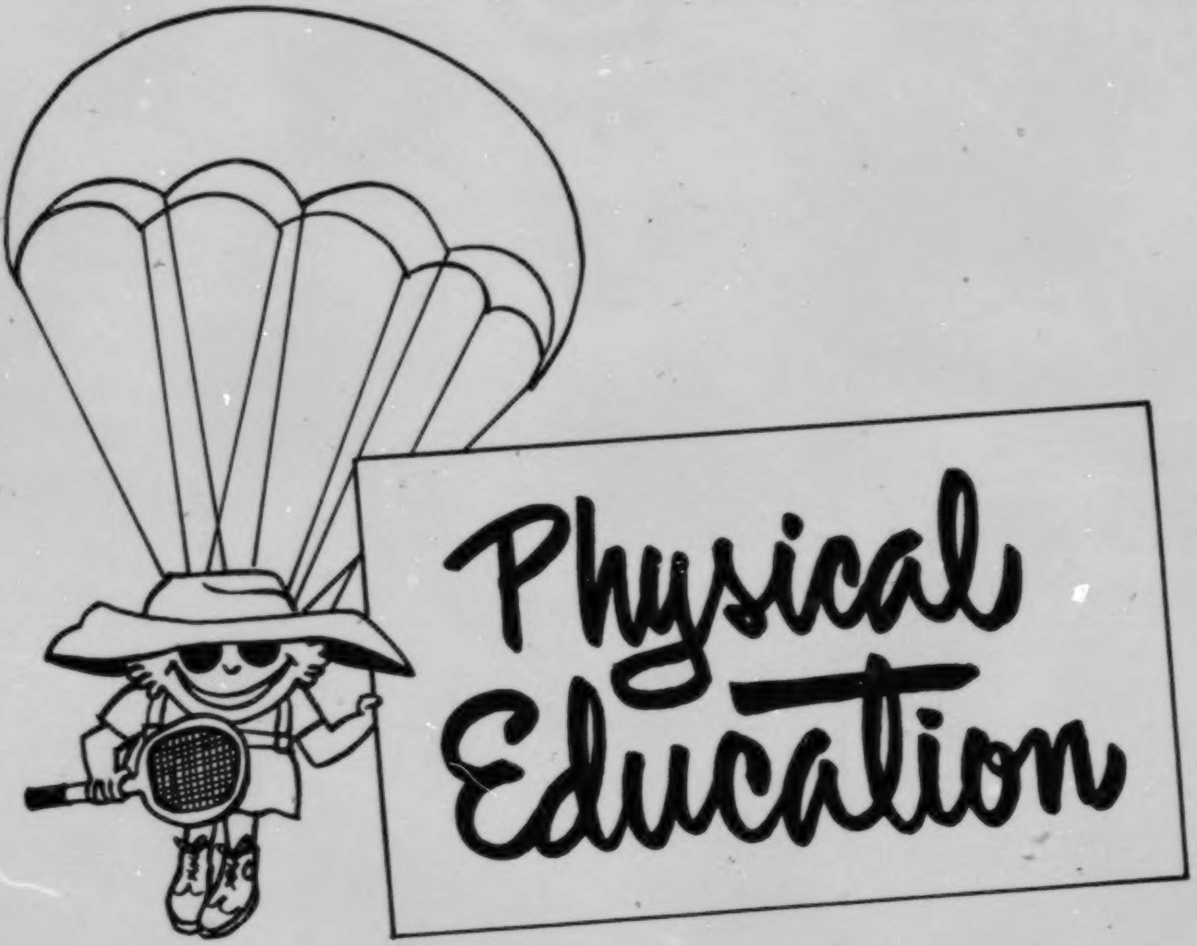
Curriculum Considerations: Affective Domain K-8 (8)

Resources	Activities	Performance Objectives
Available from Career Education Office	GAMES: Timao A card game for 2 to 5 players which presents situations and participants cope with them. The game demonstrates that any event can offer both positive and negative values. Cruel Cruel World A board game presenting 8 basic value categories: affection, respect, skill, enlightenment, influence, wealth, well-being and responsibility. This helps a student recognize that a limited set of values will not lead him to a balanced life. The Ungame A board game that helps players begin exploring their own feelings, attitudes, and motives and encourages effective communication. Feelin' A board game designed to create an awareness that human feelings have levels of depth and intensity that can be identified and expressed. Match Wits A game for 2 to 40 players, emphasizing team play, utilizing 4 sets of situation cards. The game is fast and exciting.	

La Mesa-Spring Valley / Career Education Affective Objective: A B N P Q

Curriculum Considerations: Affective Domain, K-8 (8)

Resources	Activities	Performance Objectives
Available from Career Education Office	Making Sense of Our Lives: A multi-media program designed to help students clarify their values and get to know each other beyond a superficial level. This program provides success-oriented techniques for learning to deal with frustrations of both a personal and social nature. Each of the 3 units provides material for 8 sessions—8 color posters, 8 duplicating masters, a teacher's guide and resource booklet.	


Physical
Education

EXIT LEVEL PERFORMANCE AREAS - PHYSICAL EDUCATION	ACTIVITY NUMBER	
	K-3	4-8
PHYSICAL SKILLS	1,3	13*,14,18*,19,21,30*
CAREERS		
Physical Education	2*	
Athletics	4,8*,9,11	15,16,22*
Health - Fitness	5	
Sports Equipment	7	29
Physical Education Teachers, Coaches	6	20,27
Recreation		23*,24,28
General	10,12*	17,25,26*

CONTENTS OF (*) ACTIVITIES FOR CAREER EDUCATION LEAD TEACHERS

PHYSICAL EDUCATION

Grade	Physical Education Activity Numbers	Skill Performance	Page
K-3	2	Physical Education	387
	8	Athletics	388
	12	General	389
4-8	13	Physical Skills	390
	18	Physical Skills	391
	22	Athletics	393
	23	Recreation	393
	26	General	394
	30	Physical Skills	393

Career Education Concepts: C (1) A (2) F (3) L (4) E (5) G (6)

Curriculum Considerations: Physical Education, K-3

Resources	Activities	Performance Objectives
	1. List physical skills people need (such as walking, hopping, running, etc.) Discuss which skills people are trained to do and which skills are learned by oneself.	1. The student will name three physical skills people need.
Education: Who Needs it? (Physical Education)	* 2. List people and careers related to Physical Education (P.E. Teacher, Coach, Ball-Player, Referee, Sports Car Driver, Bus Driver, Sporting Goods Manufacturer, Owner, etc.)	2. The student will name three Physical Education related careers.
	3. Play Red Rover using career names. Invent other games based on careers.	3. The student will name four careers.
See Interview form p. 432	4. Interview an athlete (baseball, basketball, football, soccer, gymnast, swimmer, etc.)	4. The student will name two facts about the career of the interviewed athlete.
Conference phone	5. Call Jack LaLanne workers at Health Spa. Stress training and duration necessary for a Health Spa Career.	5. The student will name two Health Spa related careers.
	6. Interview a high school or college coach or P.E..Instructor.	6. The student will illustrate duties of the interviewed career person.

Career Education Concepts: E (7) B (8) K (9) A (10) E (11)

Curriculum Considerations: Physical Education, K-3

Resources	Activities	Performance Objectives
Sportland.......461-8995	7. Visit a sporting goods store. Note careers. Conduct an interview with shop owner.	7. The student will name three sporting goods store related careers.
	8. Guest Speaker: A high school athlete to explain how he became interested in athletics; what he hopes to do and have him teach an appropriate game to the class.	8. The student will tell two career hopes about the high school athlete.
	9. Discuss professional team sports careers, football players, etc. Name related careers necessary for the health and safety of the athletes.	9. The student will name three careers involved with professional sports teams.
	10. List or illustrate on a Career Roll, all the careers involving physical skills. (Y.M.C.A. Physical Therapist, Recreation Leader, Dance Instructor, etc.)	10. The student will name three careers involving physical skills.
	11. Discuss the Olympics and the physical skills necessary for the participants. Discuss possible results for athletes who participate. Stress how a career opens avenues unrelated to sports. (Example: Mark Spitz.)	11. The student will name two Olympics related careers.

Career Education Concept: F (12)

Curriculum Considerations: Physical Education, K-3

Resources	Activities	Performance Objectives
DUSO I- **"The Swimming Kangaroo"**	* 12. Set up a track meet and role play careers involved. Conduct a super star tournament listing psychomotor type skills. Discuss one's best skills and those that need improvement.	12. The student will describe 2 skill strengths and a skill that needs improvement.

Career Education Concept: B (13,14)

Curriculum Considerations: Physical Education, 4-8

Resources	Activities	Performance Objectives
SRA II, Units B,C	• 13. Have each student freely select a gym activity. Discuss children's choices. Emphasize differences in abilities, interests and how we all have unique physical characteristics.	13. The student will select one gym activity and tell one physical skill he will use during the activity.
Values Clarification "Twenty Things I Like to Do"	14. Use a +, - response tally. Ask questions about football, basketball, rope-jumping or other skills. Example: "I can catch a football." "I can run fast." a) Student responds with a + if he can perform the activity or likes to do it and a - if he can't or doesn't want to do it. b) Count all +'s and -'s. More +'s mean that the student has an affinity to the sport. More -'s mean the student doesn't have an affinity or doesn't like the sport.	14. For a given sport, the student will tally the +'s and -'s and tell if he has an affinity for that sport.

Career Education Concepts: A (15,16) F (17) E (18)

Curriculum Considerations: Physical Education, 4-8

Resources	Activities	Performance Objectives
	15. Discuss two sports figures: a) Compare abilities and interests. b) Compare careers: traveling, games played a year, training, and so forth.	15. The student will name two similarities and two differences for the careers of two given sports figures.
Interview Form, p. 432	16. Interview sports figures from the community (Football player from the City College, Water-Polo player from the University, Volleyball player, etc.). Ask them to describe their abilities and interests, as well as their reasons for pursuing a career in sports.	16. The student will orally tell 2 reasons why the interviewed sports person selected that sport.
	17. Cut and paste pictures of sports related careers. Classify them according to similar and dissimilar characteristics. Discuss findings.	17. The student will name 2 sports related careers that are similar and 2 that are different.
Bread & Butterflies: People Need People	18. Play a team game. After the game is over, discuss the following: a) Team winning, losing.	18. The student will give 2 examples for the necessity of team cooperation.

Career Education Concepts: E (18) B (19) A (20)

Curriculum Considerations: Physical Education, 4-8

Resources	Activities	Performance Objectives
	b) Team cooperation and the individual member's role (skills, talent, etc.) are not the only ingredients for winning.	
Bread & Butterflies: People Need People **Jeep Assembly Kit** (available from Career Ed Office)	19. Class Discussion: Friendships and worker cooperation: a) Are people dependent on each other and do friends ever need one's help, etc.? b) How can friendship lead to cooperation and compromise? (Stress all careers and job success needs worker cooperation.)	19. The student will tell 2 examples of how cooperation helps situations.
Conference phone.	20. Interview a high school Athletics Coach. Discuss: a) Team's cooperation b) Team spirit c) Interdependence of team members.	20. The student will name 3 necessary components for a good sports team member.

Career Education Concepts: A (21) F (22,23) C (24) F (25)

Curriculum Considerations: Physical Education, 4-8

Resources	Activities	Performance Objectives
	21. Write the following sentence on the board: "Player co-operation is essential to winning." Discuss and write individual statements about this sentence.	21. **The student will write one sentence about the importance of player co-operation.**
	* 22. View T.V. sports news for one week. Children record athletes mentioned. Compare sports data known about these sports figures. Discuss pros and cons of sports careers.	22. The student will name a sports figure and give 2 facts about their careers.
Conference phone School Phys. Ed. Teacher or Coach	* 23. Interview recreation department occupations: Recreation Leaders, Life Guards, and other Recreation Department careers.	23. The student will name 2 job requirements for a given recreation career.
	24. Students interview private teams, swim club personnel. Discuss education and physical requirements.	24. The students will describe 2 private sports club related careers.
Education: Who Needs It? (Phys. Ed) **Popeye Career Comics** **Career Pictures**	25. Develop a list of Physical Education related careers.	25. The student will be able to name 5 Physical Education related careers.

Career Education Concepts: C (26) G (27) A (28,29) J (30)

Curriculum Considerations: Physical Education, 4-8

Resources	Activities	Performance Objectives
Occupational Outlook Handbook	• 26. Discuss training and qualifications for Physical Education careers of interest.	26. The student will be able to write one paragraph describing the qualifications for a given career.
	27. Teacher discusses his career as a school Physical Ed. teacher.	27. The student will be able to name 3 important facts about the teacher's career.
	28. Guest Speaker: Interview a Recreation Specialist.	28. The student will be able to answer correctly, 70% of a teacher constructed test about a recreation specialist.
	29. Conference Phone: Call a Physical Therapist.	29. The student will be able to answer 70% of a teacher constructed test about a physical therapist.
MP 70035 - Why Exercise **MP 49575 - Physical Fitness and Good Health**	• 30. Class Discuss: Physical Fitness can lead to job success.	30. The student will name three ways physical fitness aids a career.

Music

EXIT LEVEL PERFORMANCE AREAS - MUSIC	ACTIVITY NUMBER	
	K-3	4-8
PERFORMING		
Concert	2	10,20*
Dance	4	30
Hobby	8	
Jazz		15
Artists		18
Biographies		23*
School Chorus		26*
Instrument		27
CONDUCTING		
Orchestra	3	
Teachers, Coaches		12
CREATING		
Rhythm Band	5*	
Lyrics	6*	16*
Composers		23*,28
Commercials		27
MUSIC-RELATED CAREERS	1,7,9*	11,13,14,21,22,24,29
SELF-DISCIPLINE		17*, 19
BULLETIN BOARDS		25*

CONTENTS OF (*) ACTIVITIES FOR CAREER EDUCATION LEAD TEACHERS

MUSIC

Grade	Music Activity Number	Skill Performance	Page
K-3	5	Rhythm Band	396
	6	Lyrics	396
	9	Music —Related Careers	397
4-8	16	Lyrics	399
	17	Self-discipline	400
	20	Concerts	400
	23	Composers	401
	25	Bulletin Boards	402
	26	Chorus	403

Career Education Concepts: F (1,2,4) C (3)

Curriculum Considerations: Music, K-3

Resources	Activities	Performance Objectives
Modules of Music (1975) "Careers in Music" by Marsh, Rinehart, Savage	1. Class Discussion: Careers in music; What careers help us enjoy music? (radio, television, record industry careers, etc.)	1. The student will name two music related careers.
Come to Work With Us: T.V. Station Education: Who Needs It? (music)	2. Listen to a concert on television, records or radio. Name the music careers and describe the music heard. Attend a concert if possible.	2. The student will name two concert related careers.
	3. Guest Speaker: Invite the school orchestra teacher to discuss training and preparation for that career. Children plan questions.	3. The student will write one music question to ask the orchestra teacher.
MP 03600 - Animals: Ways They Move MP 44375 - Movement Exploration	4. Invite a dance group to perform. Discuss dance and why music is important. a) Students choreograph (create) new dances to music. b) Students teach their dance to a small group. c) Students perform dances for parents.	4. The student will choreograph one dance to a chosen piece of music.

Career Education Concepts: A (5,6) D (7)

Curriculum Considerations: Music, K-3

Resources	Activities	Performance Objectives
MP 64075 - Toot, Whistle, Plunk & Boom	* 5. Have a rhythm band: a) Discuss training for the instrument maker. Call an instrument maker on the conference phone and/or have him come in and talk to the class. b) Students compose music, using words and own rotation system, using these instruments.	5. The student will describe the two parts of the training for an instrument maker.
	* 6. Fun music activities: a) Sing songs about people doing things. b) Write lyrics about jobs to the tune of "Making My Living in Sandyland". c) Write additional verses about various careers to the music of "People in Your Neighborhood" (from Sesame Street). d) Children compare songs about pets, home, etc.	6. The student will name two music related careers.
	7. Contact local orchestra or band leaders, music teacher, instrument maker, piano tuner, and discuss training for each of these careers.	7. For a given music career, the student will describe the training in two sentences.

Career Education Concepts: M (8) F (9)

Curriculum Considerations: Music, K-3

Resources	Activities	Performance Objectives
	8. Class Discussion: Music as a hobby vs. music as a job. Discuss glee clubs, choirs, and do the singers need any preparation?	8. The student will tell one way music as a hobby could become music as a career.
Education: Who Needs It? (Music)	* 9. List all jobs connected with music in one minute. Discuss which jobs need the most training and least amount of training. Which jobs are done just for fun? Discuss music related careers.	9. The student will name more than five music careers in one minute.

Career Education Concepts: D (10) K (11) C (12) G (13)

Curriculum Considerations: Music, 4-8

Resources	Activities	Performance Objectives
	10. Attend a local symphony youth concert. Obtain permission to sit and watch during the orchestra rehearsals. Stress the fact that long hours of painstaking preparation are necessary before the concert can be presented to the public. San Diego Symphony can arrange a visit to a rehearsal. List orchestra carreers observed.	10. The student will name four orchestra careers.
District Tuner: Mr. Don Rokos 276-0468	11. Visit local music store and examine musical instruments on display. Interview a piano tuner or instrument repairman on the nature of his work.	11. The student will describe two jobs of the music career interviewed.
	12. Guest Speaker: Invite and interview a music teacher, opera coach or school music director. Ask him or her to describe training and reason he or she chose that occupation.	12. The student will describe the education needed for a music teacher.
MP 49045 - People Who Fix Things **MP 44690 - Music To Live By**	13. Class discussion on careers: Other than performer, conductor, or teacher in a related area to the field of music. Concert manager, piano tuner, instrument salesman, music	13. The student will name five music related careers.

Career Education Concepts: G (13) D (14) G (15) A (16)

Curriculum Considerations: Music, 4-8

Resources	Activities	Performance Objectives
	13. con't. therapist, music critic, music camp administrator, music librarian, movie sound track composer, jazz arrangement, etc.	
MP 40950 - Marion Anderson	14. Guest Speaker: Interview the following people, asking them to describe their music training and education and to stress particularly their training in non-music areas, such as: (have teacher conference with guest speakers prior to talk with class) orchestra manager of the local symphony orchestra, music therapist from a local hospital or mental health center.	14. The student will write two sentences describing the training needed in the interested career.
	15. Interview a jazz performer about the nature of his or her work, how he or she feels about it and what abilities are required of such a performer.	15. The student will name the abilities required to become a jazz performer.
	16. Student role play lyricists; write their own lyrics to a song to show the cooperation that must exist between the lyricist and the song composer.	16. The student will describe how a lyricist and composer need to cooperate.

Career Education Concepts: B (17) G (18,19) A (20)

Curriculum Considerations: Music, 4-8

Resources	Activities	Performance Objectives
MP 40950 - Marian Anderson MP 49340 - Peter Tchaikovsky MP 07100 - Beethoven and his Music	* 17. Class discussion on the personal qualities, perseverance, self-discipline, etc. and the abilities required of a music performer or composer.	17. The student will name three personal qualities required of a music performer or composer.
	18. Interview a music performer from any area on the advantages or disadvantages of the career and their motivations for going into this field and personal feelings about performing.	18. The student will list two advantages and two disadvantages of a career as a music performer.
	19. Class Discussion: At what price glory? List and discuss the advantages, glamor, prestige, etc. of being a music performer against the disadvantages of any career in music, long hours of practice, isolation, concentration, constant travel, etc.	19. The student will list the advantages of being a music performer.
	* 20. Organize a student concert. Have those children perform as a music performer. Others role play concert manager, impresario, etc. Discuss positive ways to perform in front of people. Think positive.	20. The student will name four concert related careers.

Career Education Concepts: G (21) M (22,23)

Curriculum Considerations: Music, 4-8

Resources	Activities	Performance Objectives
	21. Using the conference phone, interview a symphony orchestra conductor, choir director, or band leader, etc. on the nature of his or her career. Ask the following questions: a) What abilities or talents are necessary to be successful? b) Do performing musicians enjoy their work and see what psychological rewards are derived and what satisfactions are derived from this work?	21. The student will list three facts about the music career interviewed.
	22. Class Discussion: List music careers which might have started out as hobbies but eventually turned into occupations.	22. The student will list two music hobbies that could turn into a career.
MP 40950 - Marion Anderson MP 49340 - Peter Tchaikovsky MP 07100 - Beethoven and His Music MP 44672 - Music Experience: Edvard Grieg	*23. Read biographies of famous composers and their struggle for recognition. (Mozart, Beethoven, Wagner, etc.) Read biographies of recognized and successful concert performers (Rubenstein, Bernstein, Duke Ellington, etc.) and note their personal feelings about their work.	23. The student will list four facts about the career of the person read about.

Career Education Concepts: J-L (24) E (25)

Curriculum Considerations: Music, 4-8

Resources	Activities	Performance Objectives
	24. Guest Speakers: Retired musician or music related professionals.	24. The student will give two career facts about the guest speaker.
	25. Musical Bulletin Board: a) Community Musical Map--identify people in community who have music skills and can use a map to pinpoint and photograph people, etc. b) Large Grand Staff--(can be drawn on butcher paper with felt pens) with notations to a simple song (i.e., Twinkle Little Star). As students report on local community musicians or as guest speakers are interviewed etc., a photograph of the musician is placed on one note head. Continue using other note heads for future pictures.	25. The student will contribute two items to the bulletin board.

Career Education Concepts: E (25) C (26) I (27) E (28) I (29)

Curriculum Considerations: Music, 4-8

Resources	Activities	Performance Objectives
	• 25. con't. c) Display: Newspaper critiques of musical performances. (Might attend one performance and read critiques, review next day--compare with own appraisal of performance.)	
	• 26. Invite performing groups from other schools. Ask choir director to explain his role. (Jr. High will be glad to go to elementary school.)	26. The student will name two types of performing groups.
District instrument portfolio	27. Research a musical instrument: Study evolution of instrument and skills needed.	27. The student will write one report on one instrument.
MP 44690 - Music To Live By	28. Student write own commercial and compose music. Watch T.V. shows and movies. Listen to music. Describe or report on what it does to fit or enhance the story. What does the composer do?	28. The student will describe two musical elements important to the past.
	29. Recording Industry: Interview recording engineer, performers and so forth.	29. The student will name three music recording related careers.

Career Education Concept: G (30)

Curriculum Considerations: Music, 4-8

Resources	Activities	Performance Objectives
MP 59760 - Square Dance: Fundamentals	30. Invite a dance group to perform. Discuss dance and its relationship to music.	30. The student will tell how body movement is related to the music.

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art

EXIT LEVEL PERFORMANCE AREAS - ART

	ACTIVITY NUMBER		
	K-3	4-6	7-8
ILLUSTRATIONS			
Drawing			
Crayon	1,11,12		
Chalk	2		
Felt Pens	5,7,11,12	17,24,27,28,30	37
Pen and Ink		28	37
Painting			
Tempra	4,8,9,10*,11,12,14*,15*	17,18,19*,20,21*,27,30	38,41
Water Color			45
COLLAGE			
Paper and Cardboard		21*,22	37
Magazine	6	16	
Found Objects		22	
SCULPTURE			
Clay	3		42*
Mobil (wire and string)	5		
Paper and Cardboard	4,13*,14*	19*,20,22	42*
Wood	14*,15*	22	42*
PRINTING			
Potato Printing		24,26	
Mimeograph		25,29	
Silkscreen			32*
ART CAREERS	1,2,4,5,6,7,8,9,10*,11, 12,13*,15*	17,18,19*,20,21*,23,27, 28,30	31,32*,33,34,35, 36,37,39,40,41,43, 44,46,47*

CONTENTS OF (*) ACTIVITIES FOR CAREER EDUCATION LEAD TEACHER

ART

Grade	Art Numbers	Skill Performance	Page
K-3	10	Tempra	406
	13	Paper & Cardboard	407
	14	Paper & Cardboard	407
	15	Wood	407
4-6	19	Tempra	409
	21	Art Careers	409
7-8	32	Art Careers	413
	42	Clay, Paper & Cardboard	417
	47	Art Careers	420

Career Education Concepts: F (1) E (2) C (3) F (4,5,6,7)

Curriculum Considerations: Art, K-3

Resources	Activities	Performance Objectives
Children's Dictionary of Occupations What I Want to Be When I Grow Up (Carol Burnett)	1. Make crayon career picture dictionary.	1. The student will illustrate one career picture.
	2. Chalk illustrations of places careers are found: farm, city, school, etc.	2. The student will illustrate one career location.
MP 49100 - People Who Work at Night	a) Illustrate careers found outdoors, indoors, those done at night, etc.	
	b) Match pictures of locations with career illustrations.	
Peabody Kit	3. Sculpture clay into career tools, equipment, etc.	3. The student will make one clay sculpture of equipment for a career.
	4. Make a shadow box to accompany a career related story.	4. The student will make one career shadow box.
MP 14275 - Community Services	5. Make a wire or string mobil with pictures of careers found in one's neighborhood.	5. The student will make one career mobile.
	6. Make a "workers collage" of pictures cut from magazines.	6. The student will complete one workers collage.
	7. Illustrate career of guest speakers, parents, conference phone interviewing, etc. and place in a career scrapbook.	7. The student will illustrate one guest speaker career.

Career Education Concepts: F (8,9) D (10) F (11,12)

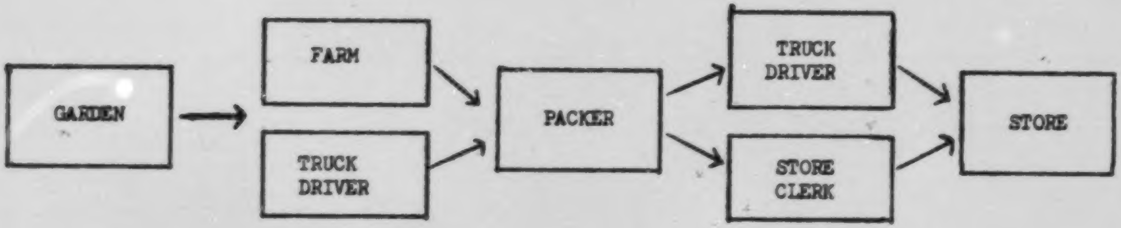
Curriculum Considerations: Art, K-3

Resources	Activities	Performance Objectives
Career Pictures	8. Paint pictures of careers. Cut and paste on a career roll.	8. The student will paint one career picture.
	9. Illustrate with poster paint careers of workers read about in stories.	9. The student will illustrate one career.
	10. Make a mural of hobbies and crafts that show how they can lead into careers and possible money-making ventures.	10. The student will illustrate one career related hobby for mural.
MP 70025 - Why Fathers Work MP 26100 - Going to School is Your Job MP 22075 - Fathers: What They Do MP 44175 - Mothers: What They Do	11. Illustrate a family tree of occupations within one's family.	11. The student will illustrate one career family tree.
	12. Illustrate amusement related careers. Name the careers that help us have fun.	12. The student will illustrate one amusement related career.

Career Education Concepts: C (16) F (17)

Curriculum Considerations: Art, 4-6

Resources	Activities	Performance Objectives
	16. Cut and paste magazine pictures of work performed at home and discuss how these jobs could prepare a person for future earning power.	16. The student will name 2 jobs he or she does at home.
MP 45377 - The New Bicycle MP 13525 - Clothing: A Pair of Blue Jeans	17. Illustrate a flow chart of careers involved in producing a given product or -- illustrate a flow chart of steps involved in developing a product.	17. The student will illustrate one flow chart of workers needed to produce a given item.



Career Education Concepts: K (18) G (19) K (20) D (21)

Curriculum Considerations: Art, 4-6

Resources	Activities	Performance Objectives
MP 34533 - Jobs in City: Services MP 34535 - Jobs in City: Medical/Health MP 34530 - Jobs in City: Construction MP 34532 - Jobs in City: Manufacturing MP 34531 - Jobs in City: Distribution MP 34534 - Jobs in City: Women	18. Construct a mural showing the various job opportunities in the community. Use yellow pages for reference.	18. The student will draw 2 job opportunities found in the city.
Interview form p. 432	* 19. Interview family members to discover family careers. Illustrate and construct a free standing cardboard family tree of occupations within one's family.	19. The student will construct one family career tree.
	20. Paint a diorama of businesses found in a local shopping center. Cut open doors and place worker cut-outs within the buildings.	20. The student will name 3 businesses found in a local shopping center.
Occupational Outlook Handbook	21. Bulletin Boards - Student developed and designed board, showing educational requirements, training routes and necessary skills needed for a career of one's interest.	21. The student will design and make one career related bulletin board.

Career Education Concepts: G (22) K (23) F (24) A (25)

Curriculum Considerations: Art, 4-6

Resources	Activities	Performance Objectives
MP 70115 - Why Man Creates MP 49090 - People Who Make Things	22. Duplicate the kinds of work artists do. Collect and use plastic containers, packing materials, utensils, broken scrap materials, toys, wrapping and so forth. Experiment with cutting, forming, assembling into a collage or sculpture.	22. The student will assemble one mixed material sculpture.
	23. Visit a construction site, places of assembly lines, factories, airports, train depots, etc. and film or sketch processes in progress. Discuss the kinds of tools used in the various processes.	23. The student will name the processes found at the visited career site.
	24. Students design and letter an invitation for a class speaker.	24. The student will design and letter one invitation for a guest speaker.
	25. Create a newspaper of school population jobs. Students advertise the skills they have to offer. Add student illustrations, etc. Mimeograph and share with other classes.	25. The student will describe three student skills found at their school.

Career Education Concepts: K (26) F (27,28) A (29)

Curriculum Considerations: Art, 4-6

Resources	Activities	Performance Objectives
Jelly Bean Company filmstrips	26. Assembly line production: Students design potato print greeting cards, wrapping paper, book covers, shirts, and so forth.	26. The student will describe orally 3 jobs of assembly line potato printing.
Occupational Outlook Handbook	27. Develop a poster for a carreer of interest. Illustrate the career's advantages and training routes or interesting facts about the work.	27. The student will design and make one career related poster.
	28. Develop a career badge from construction paper. Use a picture and a few words to describe a career.	28. The student will design and make one career related badge.
	29. Design and letter a student business card telling one's saleable skills. Mary Jane Babysitting 75¢ an hour 963-2187 (Can use ditto master to duplicate and cut on paper cutter.)	29. The student will design one business card for personal use.

Career Education Concept: A (30)

Curriculum Considerations: Art, 4-6

Resources	Activities	Performance Objectives
	30. Design a career game for K-3 grade children to play.	30. The student will design one career game for elementary use.

Career Education Concepts: G (31) F (32)

Curriculum Considerations: Art, 7-8

Resources	Activities	Performance Objectives
MP 15280 - Creative Hands MP 05165 - The Art of the Potter MP 70115 - Why Man Creates MP 49090 - People Who Make Things	31. Discuss the role of the individual craftsperson who makes and sells own products, such as potters, jewelers, weavers, candle makers, etc. Hold a Renaissance Fair.	31. The student will describe orally the role of a craftsperson.
	* 32. Guest "Hobby Day": a) Each student is responsible for inviting a guest to come to the class and share a particular hobby having to do with art or craft. Students silk-screen invitations and signs, plan the room set-up and plan simple refreshments. b) Guests arrive and are directed by their "hosts" to a place in the room reserved for them. Students mingle with each other, asking questions, seeing samples, and watching guests demonstrate their skills. c) Students design and silk-screen "thank you" cards and send them to the guests.	32. The student will fill out one teacher made questionnaire about all the hobbies and art processes.

Career Education Concepts: A (33) D (34) F (35,36)

Curriculum Considerations: Art, 7-8

Resources	Activities	Performance Objectives
	33. Student "Hobby Week": Groups of two or more students get together and plan a demonstration of a particular hobby, one that is similar to "Guest Hobby Day".	33. The student will share one hobby.
Occupational Outlook Handbook MP 43885 - More Power for the Job	34. Interview personnel offices and employment agencies for the educational requirements of various jobs in the art field. Invite a commercial artist to class to describe the job training. List several art schools and the various jobs for which they prepare you.	34. For a given career, the student will describe orally the educational requirements.
MP 70010 - Why Do You Buy?	35. Interview an art director of a large advertising firm who can explain the number of people and job titles involved in completing one advertising project.	35. The student will orally name four jobs involved in completing an advertising project.
La Mesa-Spring Valley Print Shop	36. Students visit a print shop and see examples of printed art work and all forms of printing in production.	36. The student will describe orally the careers seen in the print shop.

Career Education Concepts: F (37) E (38)

Curriculum Considerations: Art, 7-8

Resources	Activities	Performance Objectives
Popeye Career Comics __Occupational Outlook Handbook__	37. "Cluster Rolls": a) Research and planning by teams of 3-5 students. They may choose one of the basic fields with related occupations--medicine, merchandising, transportation, building, and so forth. b) Use collage materials, a "scroll" of butcher paper to illustrate a logical progression of these related occupations. c) Study basic principles of design and composition. Practice and study lettering. (Display in other departments in the school, including the Counselor's Office, Career Education Center and Library.)	37. The student will name three related careers.
	38. Advertise a career by making a poster: a) Research--finding suitable photos or illustrations, different styles of lettering, etc.	38. The student will design and make one career poster.

Career Education Concepts: E (38) F (39) C (40,41)

Curriculum Considerations: Art, 7-8

Resources	Activities	Performance Objectives
	38. con't.. b) Study of lettering and poster design. c) Practice of skills--drawing, color mixing, use of a brush.	
MP 70010 - Why Do You Buy?	39. Write an evaluation of a magazine advertisement and list possible art jobs in its production.	39. The student will write a one page evaluation of a magazine advertisement.
	40. Interview commercial artist. Stress important concepts and considerations in developing a poster. Plan for basic layout of poster. Choose wording and illustration for a specific career.	40. The student will describe two necessary skills for becoming a commercial artist.
Career Pictures What I Want to Be When I Grow Up (Carol Burnett)	41. Students visit an elementary school and discuss with elementary school children their expectations and identify characteristics of a particular job. a) Create role-playing boards for students (grades 1-6) for identification of a specific job or career. (Use large panels students may put hands and head into. Role-play a specific job,	41. The student will design and make one career board.

Career Education Concept: C (41,42,43)

Curriculum Considerations: Art, 7-8

Resources	Activities	Performance Objectives
	41. con't. b) Discuss the careers illustrated on career boards, emphasizing how an educational background is required. c) Visit elementary school children. Present the role-playing boards and demonstrate use.	
	• 42. Complete a class art project in an assembly line fashion: Utilitarian containers assembled from cardboard, wood, paper, plastics, clay, glass or leather.	42. The student will perform one job on the assembly line.
	43. Interview city planning personnel. Discuss the importence of design and environment and the jobs it creates. a) Visit an area of the city; discuss how design or commercial art has contributed or could contribute to the enhancement of the environment.	43. The student will describe three careers involved in designing a civic center.

Career Education Concepts: C (43) [illegible] (44)

Curriculum Considerations: Art, 7-8

Resources	Activities	Performance Objectives
	43. con't. b) List careers involved in designing a civic center or mall and related art jobs. c) Field trip to various surrounding areas: Complete an environmentally sound design of a sign that will match and enhance the area. d) Student designs and constructs a classroom replica of essential city buildings, etc.	
	44. Make a contribution to a class booklet on careers. a) Research career options b) Study lettering and layout. c) Practice skills of drawing, cartooning, use of ink techniques.	44. The student will contribute one page to the class booklet.

Career Education Concept: C (45,46)

Curriculum Considerations: Art, 7-8

Resources	Activities	Performance Objectives
	45. Drawing and painting: a) Study floor plans and discuss realities and creativity in designing a building. b) Design a building or a house, using graph paper and making a "floor plan". c) Study perspective and watercolor technique. d) Render a "mock-up" drawing-painting of their design.	45. The student will design and illustrate one floor plan.
	46. Interior design: a) Study of color and design as related to architecture and interior design, with an interview given by an interior decorator. b) Select and compile a notebook with samples and drawings for one or more rooms in his or her "building".	46. The student will make a sketch for the interior design of one room.

Career Education Concept: D (47)

Curriculum Considerations: Art, 7-8

Resources	Activities	Performance Objectives
Occupational Outlook Handbook	* 47. After most of the year is over, each student chooses what has been his or her favorite art activity and does research on the following: a) Are there some occupations which are related to this medium or area? b) What preparation is needed? (academic, apprenticeship, and so forth) c) What are the realities of the job--demand, salary, benefits, advantages, disadvantages? These results are then shared with the class.	47. The student will name the career related to a favorite art project.

Appendix

CAREER EDUCATION MATERIALS INDEX

Grades K - 3

FILMSTRIPS

Jelly Bean Company

Contents: 12 filmstrips and cassettes, task cards.
Animated filmstrip series which follows the expansion of a jelly bean factory and explores necessary workers. Divided into 2 parts: Making and Selling Goods and Performing Services.

READING MATERIALS

Popeye Career Comic Books

Contents: 75 comic books.
A set of career comic books organized according to 15 career clusters.

Children's Dictionary of Occupations

Contents: An illustrated dictionary.
An illustrated dictionary of occupations defined in easily understood terms.

Come to Work With Us (TV Station, Toy Factory, Airport, House Construction, Aerospace)

Contents: Set of five books.
Illustrated books which describe in rhyme the various jobs within a general field.

What I Want to Be When I Grow Up

Contents: An illustrated book.
Humerous pictures showing Carol Burnett in many different careers.

SELF AWARENESS KITS

DUSO I (K-3) (Developing Understanding of Self and Others)

Contents: Stories on cassettes, puppets, role playing cards, puppet activity cards, posters, teacher's guide.
A developmental program of activities designed to promote social and emotional growth.

SRA Focus on Self Development I (K-3)

Contents: records (or cassettes), filmstrips, posterboards, teacher's guide.
A multimedia self awareness program. Overall objectives are to lead the child toward an understanding of self, of others and of one's environment..

Can of Squirms - Primary Version

Contents: role playing situations on index cards.
A series of conflict situations for role playing.

PICTURES

Career Pictures

Contents: A set of 165 career pictures divided into 16 clusters.
An extensive set of a variety of pictures of workers in many cluster areas. Useful for bulletin boards and visual lesson aids.

LEARNING CENTERS

Career Letter of the Day

Contents: Learning Center backboard
A learning center emphasizing beginning sounds. Students name or write careers which begin with the letter of the day.

Me Book

Contents: Learning center backboard, including instructions for students.
A learning center designed to promote self awareness. Students make a mini book about themselves which will include: physical appearance, family, hobbies and possible career interests.

Electric Boards (Vocabulary Enrichment)

Contents: Two electric boards, battery pack, game cards.
Electric boards which require one-to-one matching. Games include matching shoes with the career, matching equipment with the career, alphabetizing careers, matching pictures with the career name.

CAREER EDUCATION MATERIALS INDEX

Grades K - 3 (Cont.)

TEACHER'S RESOURCE BOOKS/GUIDES

Values Clarification

More Values Clarification

Developing Individual Values in the Classroom

100 Ways to Enhance Self Concept in the Classroom

The Other Side of the Report Card

Contents: books with ideas for values clrification strategies.
Classroom activities/strategies dealing with values, self awareness, etc.

Resource Directory for Teachers of Gifted

Contents: resource directory
Local community contacts for study trips, guest speakers and conference phone calls.

Community Resource File - Career Education - ESEA Title IV, Part C

Contents: Index cards in file box.
Local community contacts for study trips, guest speakers and conference phone calls.

101 Ways to Use the Newspaper in the Classroom

Contents: Printed activity guide by Ed Lamping
Creative ideas for utilizing the newspaper as a career educational resource.

San Diego Children's Guide

Contents: Paperback resource book.
Local resources for children's leisure time and career related interests.

MISCELLANEOUS

Conference Telephone

A telephone that enables a group of children to interview a person over the telephone. Microphones project the students' voices to the interviewee.

CAREER EDUCATION MATERIALS INDEX

Grades 4 - 6

MOVIES

Bread and Butterflies

Contents: teacher's guides, three 16 mm. films.

a. Bread and Butterflies--Teacher's Guide
Gives a summary of the contents of each film. Also, includes discussion questions and related activities.

b. "Work Means"
This film explores people's reasons for working, people's feelings about working and how interests relate to jobs.

c. "School and Jobs"
This film shows the similarity between the routine and rules of a school and a job situation. It points out the relationship of academic subjects to adult work.

d. "People Need People"
Shows the interdependence of people in various situations: careers, school, leisure, etc.

FILMSTRIPS

Jelly Bean Company

Contents: 12 filmstrips and cassettes, task cards.
Animated filmstrip series which follows the expansion of a jelly bean factory and explores necessary workers. Divided into 2 parts: "Making and Selling Goods" and "Performing Services."

Education: Who Needs It? Set 1 and Set 2

Contents: 4 filmstrips and cassettes per set.
A filmstrip series that explores how academic subjects relate to careers. Includes Introduction: Language Arts, Science, Social Science, Mathematics, Art, Music, Health/Physical Education, Reading.

People Who Help Others

Contents: 4 filmstrips and cassettes.
Explores careers which involve helping other people. Included are an introduction to this career area; a community organizer, a day care worker and a physical therapist.

People Who Make Things

Contents: 4 filmstrips and cassettes
Describes careers that involve making things. Includes an introduction, an aircraft assembler, a chef and a

TAD (Toward Affective Development)

Contents: Teacher's Activity Manual, cassettes, career folders, posters, duplicating masters. TAD is an activity-centered program designed to stimulate psychological and affective development. The program encompasses a variety of types of activities. Content deals with: feelings, social interaction, self awareness, and career awareness.

PICTURES

Career Pictures

Contents: A set of 165 career pictures divided into 16 clusters. An extensive set of a variety of pictures of workers in many cluster areas. Useful for bulletin boards and visual lesson aids.

LEARNING CENTERS

Me Book

Contents: Learning center backboard, including instructions for students. A learning center designed to promote self awareness. Students make a mini book about themselves which will include: physical appearance, family,hobbies and possible career interests.

GAMES

Ungame

Contents: Game board,cards,markers. A board game that takes players through various "career areas" as they earn "happiness," "fame," and "money" points.

Why Am I Afraid to Tell You Who I Am? (Character Cards)

Contents: Set of 40 character cards. A set of colorfully illustrated character cards which are useful for role playing and other affective activities.

Jeep Assembly Kit

Contents: Two plastic toy jeeps Toy jeeps made from plastic parts which may be put together and taken apart. Useful for demonstrating assembly-line concept.

TEACHER'S RESOURCE BOOKS/GUIDES - MISCELLANEOUS (Conference Phone)

See listings under Grades K-3.

CAREER EDUCATION MATERIALS INDEX

Grades 7 - 8

For a list of all career center materials available for your use refer to the career center materials list.

MOVIES

Bread and Butterflies

Contents: teacher's guides, three 16mm. films.

a. Bread and Butterflies--Teacher's Guide
Gives a summary of the contents of each film. Also, includes discussion questions and related activities.

b. "Work Means"
This film explores people's reasons for working, people's feelings about working and how interests relate to jobs.

c. "School and Jobs"
This film shows the similarity between the routine and rules of a school and a job situation. It points out the relationship of academic subjects to adult work.

d. "People Need People"
Shows the interdependence of people in various situations: careers, school, leisure, etc.

FILMSTRIPS

See career center listings.

READING MATERIALS

See career center listings.

SELF AWARENESS KITS

SRA Focus on Self Development III (7-8)

Contents: records (or cassettes), filmstrips, posterboards, teacher's guide.
A multimedia self awareness program. Overall objectives are to lead the child toward an understanding of self, of others and of one's environment.

Can of Squirms - Junior High version

Contents: role playing situations on index cards.
A series of conflict situations for role playing.

CAREER EDUCATION MATERIALS INDEX

Grades 7 - 8 (Cont.)

PICTURES

Career Pictures

Contents: A set of 165 career pictures divided into 16 clusters. An extensive set of a variety of pictures of workers in many cluster areas. Useful for bulletin boards and visual lesson aids.

GAMES

Ungame

Contents: Game board, cards, markers. A board game that encourages verbal communication among players regarding values, self awareness, etc.

Careers

Contents: Game board, cards, markers. A board game that takes players through various "career areas" as they earn "happiness," "fame," and "money" points.

Why Am I Afraid To Tell You Who I Am? (Character Cards)

Contents: Set of 40 character cards. A set of colorfully illustrated character cards which are useful for role playing and other affective activities.

Jeep Assembly Kit

Contents: Two plastic toy jeeps. Toy jeep made with plastic parts that may be put together and taken apart. Useful for demonstrating assembly line concept.

TEACHER'S RESOURCE BOOKS/GUIDES

See listings under Grades K-3.

MISCELLANEOUS

Conference Telephone

See listings under Grades K-3.

CAREER CENTER MATERIALS - LA MESA JUNIOR HIGH - LA PRESA JUNIOR HIGH

AUDIO VISUAL EQUIPMENT

- Conference Telephone
- Hitachi Automatic Cassette Soundstrip Viewer
- Datagraphix Microfisch Reader

SRA OCCUPATIONAL EXPLORATION KIT (OEK)

- Occupational Briefs
- SRA Job Family Series Vols. 1-20
- SRA Guidance Series Booklets
- OEK Occuscan

SOUND FILMSTRIPS

SRA "Keys" Career Exploration Kit covering
Career Areas Corresponding to Kuder Interest Survey

GUIDANCE ASSOCIATES SOUNDSTRIPS

- Values: What Really Matters To You
- Careers and Lifestyles
- The Changing Work Ethic
- Women Today
- People Who Create Art
- People Who Organize Facts
- People Who Make Things
- People Who Help Others
- People Who Influence Others
- People Who Work In Science
- Jobs And Gender
- Liking Your Job And Your Life
- Why Work At All
- What You Should Know Before You Go To Work
- Dropping Out: A Road To Nowhere
- Trouble At Work
- Four Who Quit
- Preparing For The World Of Work
- On The Job: Four Trainees
- Your Job Interview
- Babysitting
- Getting And Keeping Your First Job
- Choosing Your Career
- A Job That Goes Someplace

MICROFISCH

- View Microfisch Cards
- E-Z View Microfisch Cards

PUBLICATIONS

- Occupational Outlook Handbook
- Career Guide for Entry Occupations
- California Occupational Guide
- California Mini Guide Series
- Career Awareness Programs POPEYE THE SAILOR comics
- The Occupational Outlook Quarterly Magazine
- Miscellaneous brochures on varied careers
- Encyclopedia Of Careers
  - Vol. I Planning Your Career
  - Vol. II Careers And Occupations
- Health Careers Notebook
- "Vocational Ed Classes" 1973-74 Grossmont Union High School District

GAMES

- Career Insights and Self Awareness Games
- Life Career Game
- Careers

INTEREST SURVEYS

- Kuder
- Job-o

STUDENT MADE SOUND SLIDE PRESENTATIONS

- Construction Of K-Mart
- Careers In The Community
- Desert Discovery - Mining and Agriculture
- Desert Discovery - Recreation and Management
- Air Transportation
- Transportation - "Bus - Train"
- California Odyssey - Industry

MISCELLANEOUS

- Posters on Careers and Career Awareness
- Community Resource File

CAREER CENTER MATERIALS - LA MESA JUNIOR HIGH - LA PRESA JUNIOR HIGH

BOOKS

- Careers in Accounting
- ROP/OVIS Guide
- Public Services
- Technical Services
- Communications
- Transportation
- Jobs in Manufacturing
- Jobs in Marketing Distribution
- Jobs That Save Our Environment
- Jobs in Personal Services
- Jobs in Construction
- Jobs in Transportation
- Careers and Opportunities in Journalism
- Your Future in Photography
- So You Want to Be a Scientist
- Unusual Careers
- News Reporters and What They Do
- Careers in Airline Operations
- Our Merchant Marine Academy
- Careers in Public Planning
- Engineers and What They Do
- Careers With A Camera
- Your Career in Aviation - Skyblasters
- Careers and Opportunities in Medical Sciences
- Your Career in Chemistry
- Your Future as a Model
- Careers in Government
- Careers and Opportunities in Music
- Careers in Hotels and Restaurants

MAGAZINES

- Career World

THE CONFERENCE PHONE: A CAREER EDUCATION RESOURCE

The conference telephone may be used by teachers and groups of students to interview a worker in the community about his or her career. When you are interested in involving community resources in your classroom....try the conference phone! A conference phone is located in each junior high career center and an additional conference phone may be checked out through the career education office.

Guidelines:

1. Work with your class on interviewing techniques. Provide opportunities for interviewing practice before phoning anyone. (See interview questions included in this guide)
2. Teacher or counselor intern calls the person to be interviewed in advance to explain the procedure and to set up a date and time for the phone call.
3. It is a good idea, especially with younger children, to have students write down questions they wish to ask.
4. At the prearranged time, teacher or counselor intern dials the number, waits for the interviewee to get on the phone, and then introduces the students to the interviewee.
5. Students ask their questions about the person's career. When the call is completed, be sure to thank the person!

CAREER INTERVIEW FORM

1. What are three things that you do in your job?
2. Where do you do your work?
3. What equipment do you use in your job?
4. What education or training do you need for your work?
5. Which school subjects relate to your job?
6. What do you like about your job?
7. What do you dislike about your work?
8. What other careers depend upon you doing your job?
9. What are three good things you do for people in your job?
10. How much leisure time does your job allow you?

LA MESA-SPRING VALLEY SCHOOL DISTRICT

STANDARD STUDY TRIPS

1. Amtrak Railroad Station
2. Andersen's Nursery
3. Balboa Park
    a. Aerospace Museum
    b. Fine Arts Gallery
    c. Planetarium
    d. Museum of Man
    e. Museum of Natural History
    f. Pine Grove Area
    g. Sierra Clum
    h. Model Railway Club
    i. Old Globe Theatre
    * j. Rueben Fleet Space Theatre
4. Bancroft Historical Society
5. Bank of America
6. Birdrock Tidepool Area
7. Bradley's Gourd Farm
8. Cabrillo National Monument
9. County Library, La Mesa
10. EL CAJON CALIFORNIAN
11. El Cajon Municipal Court
12. Eucalyptus Park
13. Fire Boat
14. Gillespie Field
15. Glenn Mitchell Manuals
16. Greyhound Bus Depot
17. Helix Irrigation District
18. Home of Guiding Hands
19. Jamacha Greenhouses
20. KFMB-TV
21. La Mesa City Hall
22. La Mesa Fire Department
23. La Mesa Police Department
24. La Mesa Post Office
25. LA MESA SCOUT
26. La Mesa-Spring Valley Schools
27. La Mesa-Spring Valley Bus Garage
28. Levy Water Treatment
29. Miramar Naval Air Station
30. Mission Bay Park
31. Mission Dam and Flume
32. Mission San Diego de Alcala
33. Mt. Helix
34. Old Town Walking Tour
35. Rocky Home Dairy
36. San Diego Coast Guard Station
37. San Diego County Court House
38. San Diego Gas and Electric Company
39. San Diego Harbor Area
    a. Harbor Excursion
40. San Diego Humane Society
41. San Diego Paperbox
42. San Diego Post Office
43. San Diego Recreation Department
44. San Diego State University
45. SAN DIEGO UNION TRIBUNE
46. San Diego Zoo
    a. Bus
    b. Children's
    c. Walking

47. San Pasqual Wild Animal Park
48. Santee Lakes
    a. Water Reclamation Plant
49. Scripps Institution of Oceanography

* 50. Sea World
51. Serra Museum
52. Silverwood Wildlife Sanctuary
53. Spring Valley and Casa de Oro Fire Stations
54. Spring Valley Post Office
55. Torrey Pines State Park
56. U.S. Coast Guard Station
57. U.S. Elevator Corporation
58. U.S. International Airport Lindberg Field

* Admission fees are not payable out of District Funds.
# Transportation fee may be charged to District.

CAREER EDUCATION FILM GUIDE

AFFECTIVE

NUMBER	TIME	TITLE	LEVEL	DATE
MP08070	9 min.	Big People--Little People	P,I	1967
MP08130	13 "	The Bike (using others' property)	P,I	1969
MP13425	5 "	The Clock (imagination)	P,I	1967
MP07250	11 "	Beginning Responsibility: Being On Time	P,I	1956
MP07300	11 "	Beginning Responsibility: Doing Things for Ourselves	P,I	1963
MP07325	11 "	Beginning Responsibility: Learning To Follow Instructions		
MP07400	11 "	Beginning Responsibility: Taking Care of Things	P,I	1951
MP07350	11 "	Beginning Responsibility: Rules At School	P	1964
MP13560	15 "	Clown (values)	P,I	1969
MP13590	19 "	The Boat Clubhouse	I,U	1969
MP20350	24 "	Evan's Corner	P,I	1970
MP25850	11 "	Getting Along With Others	P	1965
MP25875	10 "	Getting Angry	P,I	1966
MP27407	10 "	Guidance: Working With Others	P	1969
MP28220	26 "	Helen Keller (overcoming handicap)	U	1964
MP28850	11 "	Holiday From Rules	P,I	1958
MP22081		Feelings: Don't Stay Mad	I	new
MP16055		A Day in the Life of Bonnie Consolo (overcoming handicap)	U,I,H	new
MP21125	14 "	A Fable (with Marcel Marceau) (interdependence)	P,I	new
MP12750	24 "	Cipher in the Snow (Human Relations, Death)	I,A	1973
MP36035	14 "	The Lemonade Stand (responsibility)	P,I	1970
MP36045	14 "	Leo Beuerman (overcoming handicap)	I,H	1969
MP48850	11 "	Our Class Works Together (cooperation)	P	1964
MP48990	11 "	People	P,H	1969
MP49025	11 "	People are Different and Alike	I	1967
MP50215	11 "	A Place of my Own	P,I	1968
MP53735	6 "	A Rock in the Road	P,U	1968
MP66175	9 "	The Right Things to Do (values)	I	1970
MP64130	15 "	The Toymaker (prejudice)	I,H	1964
MP72675	8 "	Your Self Image	P,I	new
MP62965	16 "	They (accepting others)	I,U	new
MP72395	17 "	You (individuality, accepting others)	I	new
MP48236	15 "	Paper Drive (values, cheating)	I,U	1969
MP08940	9 "	Boys and Girls: Alike & Different	P,I	1970
MP31390	16 "	The Hunter (responsibility)	I,U	1972
MP31325	15 "	Human Images: Private Faces (roles we play)	U,H	new
MP31430	16 "	I Think (social adjustment)	I,U	1970
MP70010	10 "	Why Do You Buy? (advertising & self image)	I,U,H	1971
[illegible]	13 "	Communication By Voice & Action	U,H	1969

CAREERS (IN GENERAL)

NUMBER	TIME	TITLE	LEVEL	DATE
MP22076	10 min.	Fathers: What They Do	P,I	1968
MP44175	11 "	Mothers: What They Do	P,I	1968
MP26100	15 "	Going to School is Your Job	P,I	1966
MP34531	11 "	Jobs in the City: Distribution	P,I	1971
MP34534	11 "	Jobs in the City: Women at Work	P,I	1971
MP34525	17 "	Job Interview-Men	U,H	1967
MP34526	16 "	Job Interview: Women	U,H	1967
MP04960		Arithmetic is Important (how used in occupations)	I,U	new
MP40350	28 "	Manner of Speaking (telephone use in business)	I,H	1959
MP43885	19 "	More Power for the Job (career choices)	U	1965
MP49100	14 "	People Who Work at Night	P,I	1956
MP68200	10 "	We Want Goods & Services	P,I	1968
MP70025	14 "	Why Fathers Work	P,I	1969
MP68125	10 "	We Make Choices (Goods & Services)	P,I	1969

MONEY & ECONOMICS

NUMBER	TIME	TITLE	LEVEL	DATE
MP08610	14 "	Blue Dashiki	P,I	1969
MP13525	15 "	Clothing: A Pair of Blue Jeans	I,U	1971
MP33925	10 "	It's All Mine (money)	I	1969
MP36035	14 "	The Lemonade Stand	P,I	1970
MP43725	15 "	Money-In the Bank and Out	P,I	1965
MP44475	24 "	Mrs. Peabody's Beach (economics)	U	1971
MP60900	11 "	Story of Our Money System	I,U	1958
MP70133	10 "	Why We Use Money: The Fisherman Who Needed a Knife	P,I	
MP70130	10 "	Why We Have Taxes: The Town that had no Policeman	P,I	
MP70010	10 "	Why Do You Buy? (consumer awareness)	I,U,H	1971
MP45377	15 "	The New Bicycle (economics)	I,U	1973
MP68125	10 "	We Make Choices (Goods & Services) (relationship of supply/demand)	P,I	1969

CAREERS & GOODS

NUMBER	TIME	TITLE	LEVEL	DATE
MP06200	15 min.	Bakery Beat	P,U	1965
MP07550	11 "	Behind the Scenes: Supermarket	P	1958
MP09300	11 "	Bread Making	I,H	1950
MP13525	15 "	Clothing: A Pair of Blue Jeans	I,U	1971
MP23625	10 "	Food Cannery	P,I	1968
MP23675	12 "	Food for the City: Produce	P,I	1967
MP24400	11 "	The Freight Train	I	1965
MP34532	11 "	Jobs in the City: Manufacturing	P,I	1971
MP38725	17 "	Long Haul Men (Truckers)	I,U	1966
MP61225	11 "	The Story of the Wholesale Market	P,I	1963
MP63900	11 "	To Market, To Market	I,U	1961
MP63975	11 "	Tomatoes: From Seed to Table	I,U	1971
MP64200	10 "	Transportation by Freight Train	P,I	1968
MP64650	11 "	Truck Farm to Store	P,I	1965
MP68125	10 "	We Make Choices (Goods & Services)	P,I	1969

SERVICE CAREERS

MP09800	10 min.	Bus Driver's Helpers	P,I	1968
MP09850	11 "	Buses that Serve the Community	P,I	
MP12900	8 "	Cities and Communication (Newspapers, radio, t.v., mail)	P	1967
MP12920	8 "	Cities and Protection (Police, Fire, Health Dept.)	P	1967
MP12925	8 "	Cities and Transportation	P	1967
MP13050	18 "	City Room (Newspapers)	I,H	1958
MP13950	16 "	Communication & the Community	I,U	1965
MP14125	13 "	Community Helpers: Cleaners and Laundries	P,I	1968
MP14250	11 "	A Community Keeps House (trash, sewage, streets)	P,I	1959
MP14275	11 "	Community Services	P,I	1968
MP65700	26 "	U. S. Congress: Of, By, and For the People	I,U	1972
MP16150	11 "	A Day With Fireman Bill	P,I	1958
MP20400	14 "	Everyone Helps in a Community	P	1963
MP22875	13 "	Fireboat: Ready for a Run	P,I	1968
MP22850	10 "	Firehouse Dog	P,I	1956
MP22920	10 "	Firemen Today	P	
MP29575	11 "	How Communication Helps the Community	P,I	1968
MP34533	11 "	Jobs in the City: Services	P,I	1971
MP11470		Careers: Mechanical	U	new

SERVICE CAREERS (continued)

NUMBER	TIME	TITLE	LEVEL	DATE
MP39750	11 "	The Mailman	P	1964
MP43625	13 "	Modern Post Office	P,I	1967
MP43725	15 "	Money: In the Bank and Out	P,I	1965
MP46840	10 "	Our City Government	P,I	1966
MP46900	12 "	Our Community	I	1952
MP47350	11 "	Our Post Office	P,I	1956
MP47415	12 "	Our State Government	I	1968
MP50200	11 "	Pipes in the House (utilities)	P,I	1955
MP50750	10 "	Policeman Walt Learns His Job	P	1958
MP50800	16 "	Policeman	P,I	1966
MP50850	11 "	Policemen: Day & Night	P,I	1963
MP51100	11 "	Postman-Rain or Shine	P,I	1963
MP49095	22 "	People Who Fix Things	I,U	1971
MP54950	11 "	School for Ted (roles of people who work for schools)	P,I,U	1964
MP62580	10 "	The Teacher: A Community Helper	P	1967
MP63800	14 "	To A Babysitter	I,U	1964
MP64185	10 "	Transportation by Bus	P,I	1968
MP68950	16 "	What Do Ecologists Do?	I,U	1971
MP68350	14 "	Weather Scientists	I,H	1961
MP28150	11 "	Helicopter Carries Mail	P,I,U	1955
MP11470	11 "	Careers: Mechanical	U	1970
MP50745	25 "	Police Dog	I,U	1972
MP68125	10 "	We Make Choices (Goods & Services)	P,I	1969

CAREERS IN THE ARTS

NUMBER	TIME	TITLE	LEVEL	DATE
MP05165	15 "	The Art of the Potter	I,U	1968
MP07100	14 "	Beethoven and His Music	I,H	1954
MP15200	11 "	Creating Cartoons	U,H	1956
MP15280		Creative Hands		new
MP40950	26 "	Marian Anderson-Singer	I,U	1953
MP44670	15 "	Music Experiences: Bach is Beautiful	I,U	1971
MP49090	22 "	People Who Make Things	I,U	1970
MP53650	18 "	Robert McCloskey (illustrator of children's books)	I	1965
MP49340	30 "	Peter Tchaikovsky	I,U	1964
MP60550	11 "	Story of a Book	P,I	1962
MP70115	25 "	Why Man Creates	U	1968

CONSTRUCTION CAREERS

NUMBER	TIME		LEVEL	DATE
MP09590	11 "	Building a Freeway	P,I	1968
MP11360	11 "	Careers in Building Trades	U,H	1958
MP34530	9 "	Jobs in the City: Construction	P,I	1971
MP09595		Building a House	P,I	new

CAREERS IN FARMING

NUMBER	TIME		LEVEL	DATE
MP02690	13 "	American Farming: Yesterday and Today	I,U	1968
MP11485	22 "	Cattleman: A Rancher's Story	I,U	1964
MP14850	14 "	Cotton Farmer	I,U	1963
MP15650	10 "	Dairy Farm Today	P,U	1967
MP21775	14 "	Farm Family in Autumn	P	1967
MP21800	11 "	Farmer Don & the City	P,I	
MP21900	15 "	The Farmer	P,I	1954
MP21810		Farmer in Changing America		new
MP39250	11 "	Machines that Help the Farmer	P,U,I	1957
MP27290	16 "	Growing Up On the Farm Today	P,I	1972
MP43075	13 "	Milk: From the Farm to You	I	1972
MP57880	10 "	Small Farm	I,U	1966
MP63975	11 "	Tomatoes: From Seed to Table	I,U	1971
MP64650	11 "	Truck Farm to Store	P,I	1965
MP69850	20 "	Wheat Country	I,H	1960

CAREERS: WORKING WITH ANIMALS

NUMBER	TIME		LEVEL	DATE
MP43910		Morning Zoo	P,I	new
MP42240	10 "	Message from a Dinosaur (Paleontology)	I	1965
MP47550	27 "	Outboard Fisherman, U.S.A.	I	1956
MP51455	14 "	Prehistoric Animals of the Tar Pits (Paleontology)	I,H	1957
MP66230	11 "	Veterinarian Serves the Community	P,I	1968
MP02430	16 "	Alone in My Lobster Boat	I,U	1972

FLIGHT CAREERS

NUMBER	TIME	TITLE	LEVEL	DATE
MP01750	14 "	Airfreight	P,I	1962
MP01900	11 "	Airplanes Work for Us	I	1961
MP01950	17 "	Airport Activities	P,I	1952
MP02000	11 "	Airport in the Jet Age	P,I	1962
MP02010	11 "	Airport Serves the Community	P.I	1970
MP01775		Airplane Trip	I,U	new
MP43890		Morning Airport	I	new
MP22250		55 to Get Ready	I	new
MP04345	29 "	Apollo 9--The Space Duet of Gumdrop and Spider	I,H	1969
MP14050	11 "	Community Airport	P,I	1966
MP47400	17 "	Our Shrinking World: Jet Pilot	P,I	1963
MP64203	11 "	Transportation by Helicopter	P,I	1968
MP28150	11 "	Helicopter Carries Mail	P,U	1955
MP23480	16 "	Flight: A New Awareness (glider)	I,H	1973

HEALTH CAREERS

NUMBER	TIME	TITLE	LEVEL	DATE
MP14150	11 "	Community Hospital	P	1962
MP14200	11 "	A Community Keeps Healthy (Health Dept., Water Dept., etc.)	P,I	1961
MP27900	11 "	Health: You and Your Helpers	P,I	1965
MP29225	11 "	The Hospital	P,I	1966
MP73150	11 "	Your Friend, the Doctor	P,I	1950
MP34535	14 "	Jobs in the City: Medical & Health	I,U	1972